

Index of Subjects

- a priori disposition accounts, 839
- abacus
 - functional gestures on an imagined, 153
 - not needing to use an actual physical, 626
 - skilled individuals trained to use, 704
 - training a brain network for calculation, 628
 - training in, 626
- abacus expertise, brain regions involved, 241, 244
- abacus experts, 239, 240
- “abacus-based acalculia,” 629
- abductive inference, 461
- abilities. *See also* cognitive abilities; general abilities; natural abilities
 - aging and, 223, 836, 837–838
 - of architects, 374
 - of artists, 160, 579
 - of boys, 627
 - calculating, 618
 - of calculators, 704
 - of chess players, 43, 193, 201, 203, 699
 - of climbers, 749
 - of clinical teachers, 785
 - constraining decision making quality, 497
 - correlations with performance, 223
 - defining expertise on the basis of, 167
 - in design, 373, 375
 - differentiation of, across time, 607
 - of doctors, 708
 - domain-general, 836
 - domain-specific, 836
 - drawing, 580, 586
 - in encoding information, 70
 - fluid mental, 836
 - in game situations, 696
 - heritability component, 835
 - human, 770, 774
 - of human experts, 434
 - innate, 54
 - intellectual, 835
 - leadership, 520
 - linguistic, 26
 - mathematical, 619, 624, 627
 - memorizing numbers, 622
 - musical, 543, 556
 - of musicians, 848
 - numerical, 485, 617
 - in pattern recognition, 682
 - in pattern-matching, 456
 - in perceiving relevant information, 63
 - perceptual speed and psychomotor, 223
 - pianistic, 562, 843
 - of pilots, 725
 - predictive, 266
 - primary mental, 836
 - primary or innate, 837
 - rapid rise in, 847
 - reasoning, 94–95, 205
 - in reflection, 72
 - relation to expertise in developmental contexts, 835–836
 - in science, 395
 - spatial, 845, 847
 - system complexity affecting, 719
 - testing, 535
 - in using words, 641
 - verbal, 416–417, 488
 - visual perceptual, 619
- ability predictors, 229
- ability to help, overestimating, 404
- abnormal inhibition, in both hemispheres, 567
- “absolute” or “perfect” pitch, 551, 559
- abstract concepts, 417
- abstract deductive reasoning, 493
- abstract idea, of the routine (structure), 444
- abstract knowledge, 133,
- abstract representations, 71, 605
- abstraction
 - coming into play, 133
 - concept of levels of, 60
 - forms of, 133
 - procedures for events from source material, 294
- Academia, Plato’s, 136
- academic biographies, 299, 301

- academic domains, 12
- academic intelligence, 774
- academic journals, intra-science
communication through, 136
- academic writers, 423
- Académie des Sciences in Paris, 136
- academies, 136
- Accademia dei Lincei, in Rome, 136
- accelerated learning to expertise, methods of, 464
- accelerated onset (early bloomers), 321
- acceleration, toward expertise, 76
- acceptable performance, 14, 75
- acceptance, as an expert, 23
- accomplishments
individual, 27
in later adulthood, 849
- accountancy, 129
- accumulated knowledge
about a domain, 708
compensatory effects of, 838
extracting from experts, 76
- accumulated practice
effect of, 760
problems quantifying amount of, 761–763
- accuracy
aspects of, 590
of decisions, 486
of introspective descriptions, 194
of SMM measurements, 512
- accurate fasciculus, 560
- accurate judgments, of experts, 142
- Acheulean tools, 45
- achievement, continued improvements in, 14
- achievements or events, taking as units of analysis, 314
- achievers, in one generation, 318
- acknowledged experts, judging relative expertise, 95
- acquired knowledge
in a domain, 68
primary role of, 483
- acquired mechanisms
mediating individual differences, 708
understanding the structure of, 763
- acquired memory skills, supporting increases in working
memory capacity, 764
- acquired representations, by musicians, 756
- acquired skills
based on rapid storage in and retrieval
from LTM, 701
supporting planning, 702
- acquisition. *See also* expertise acquisition; skill acquisition
of chess expertise, 610
of musical expertise, 550–570
of numerical knowledge, 628
of tacit knowledge, 774, 781–783
- acquisition indicators, in historiometric inquiries, 314–315
- ACTA (Applied Cognitive Task Analysis), 457, 458
- acting quality, gauged by the number
of Academy Awards, 321
- action observation network (AON). *See* AON (action
observation network)
- action/feedback loops, 456
- Action-Focused method, 782
- actions
abstracting within events, 294
anticipating by others, 677–679
collaborating with perception, 35
flexible patterns of, 114
identification and appraisal of, 293
regulation of, 114
without the use of words or speech, 772
- active learners, positioning students as, 114
- activities
amenable to repeated practice, 398
central to the domain of entrepreneurship, 397
defining the essence of a domain, 397
deliberate, goal-directed, 43
failing to provide cues for timely feedback, 400
persistent, mindful engagement in, 393
for persons with specific levels of expertise, 802
regularly executing, 397
as signals, 519
unintended, undesirable side effects of, 139
- activity and/or intensity levels, start and end times for, 258
- activity diaries, 264
- activity patterns, 236
- activity space, introducing dynamism into, 403
- activity systems, 106
- actors
deep encoding by professional, 63
expert, not superior to less skilled individuals
for memorizing text, 699
trained to simulate a disease presentation, 332
- actual competition, experts performing in, 678
- actual performances
as multifaceted, 774
of the routine, 444
- acupuncturists, experienced, 341
- adaptability, to new circumstances, 120
- adaptation methodologies, using rapid
assessment techniques, 807
- adaptive expertise, 436, 448
- adaptive heuristic decision making, 482
- adaptive learning environments, 806
- adaptive mutations, retained, 796

- adaptive performance, of expert teams, 510
- adaptive performance measurement system, 511
- adaptive support systems, beneficial to expert drivers, 367
- added structures, vs. unstructured formats, 799, 801
- added visuals, vs. symbolic only presentations, 799, 801
- addition, mathematical operations required in, 621
- adrenalin (arousal), 553
- adult(s)
- groups of differing in their knowledge about a given domain, 69
 - having a vast expert-like knowledge of themselves, 482
 - by their 7th decade of life, 837
- adult aging, 836
- Adult-Decision Making Competence
- assessment (A-DMC), 486, 488, 489
 - components of, 487
- adult experts, systematic differences in the structure of brains, 754
- adult numeracy, modern core collection of essential components of, 488
- adult writing, as knowledge transforming, 423
- adulthood performance, world-class expertise manifesting itself in, 322
- advance information, superior pick up and utilization of, 678
- advanced ages, expertise providing
- general benefits, 847–849
- advanced learners
- making mistakes in their use of collocations, 646
 - providing with minimally guided problem-solving practice, 806
- advanced medical students, remembered more and gave more elaborate explanations, 802
- advanced multivariate analysis, 304
- advanced music students, think aloud
- verbalizations by, 206
- advanced progressive matrix reasoning test, 488
- advanced writers, increase in resting state functional connectivity, 418
- advancement, from concrete to abstract thinking, 422
- “Advancing the Rationality Debate” (Stanovich and West), 486
- adversity
- appraised, 301
 - not a predictor of scientific performance, 301
- advertising, discourse of professionalism in, 130
- advisory programs, to assist bankers, 97
- aerial screw
- driven into the air, 819
 - Leonardo’s design of, 818, 829–830
- aerobic capacity, clear advantage
- for endurance-trained men, 842
- aerobic exercise, engaging in intense, 754
- aerobic fitness, 754
- affect
- distinguishing between emotions, 464
 - providing a metric for mental simulation, 464
- affective computing, distinguishing individuals’ affective state, 519
- affective intuitions, 496
- affective psychopathology, negatively correlated with development of expertise, 224
- affective reactions, to changing flight conditions, 464
- affective responses, motivating the expert, 464
- affective states, increasing for a team, 508
- affective traits, 221, 224
- affixes, added to a root form, 642
- Affordable loss principle, 396
- African master drummers, 542
- age. *See also* aging
- correlations with levels of performance, 843
 - as an entanglement with experience, 357
 - expected age of peak performance, 273
 - expertise in medicine and, 345
 - of first publication, 426
 - functions based on career age, 320
 - at onset of dystonic symptoms, 565
 - at onset of musical activity, 561, 840
 - as a poor surrogate for direct experience, 345
 - relationships with productivity in work settings, 838
 - theories of broad decline, 835
 - when chess players stabilized their performance levels, 843
- Age and Achievement* (Lehman), 312, 320
- age–creativity relationship, historiometric work on, 320–321
- aged experts, relying on component processes, 844
- age-graded declines, in performance IQ, 837
- agency, 112, 444
- age-performance curves, 320, 321
- age-performance studies, concerning world-class expertise, 320
- age-related changes
- in domain-general functions, 837
 - in leisure activities, 845
- age-related constraints, 846–847
- age-related decline
- expert mechanisms as compensatory means for, 843–844
 - explaining in professional achievement, 745
 - in knowledge-rich domains, 839
 - in lab tasks compared to job tasks, 847

- age-related differences, among individuals with high vs. low levels of domain-relevant knowledge, 845
- age-related loss, of functionality in brain regions, 838
- age-related slowing, 838, 843
- aggregated longitudinal designs, 316
- aggregation levels, analyzing data
 by including several, 280
- aging. *See also* adult(s); age; negative age effects; older adults; older experts
 deficits, 17
 expertise and, 835–850
 neuropsychology of, 844
 processes of, 274, 610
- aging brain, general processing speed, intellectual abilities and, 837–838
- agreeableness, minimum level of most strongly related to performance, 515
- AI. *See* aircraft attitude indicator (AI); artificial intelligence (AI)
- air, Leonardo discovered to be compressible, 829
- Air France 447, loss of control over the Atlantic, 464
- air routes and flight schedules,
 detailed knowledge of, 721
- air traffic control (ATC)
 adaptation methodologies applied to, 807
 challenging for novice pilots, 729
 experiment with a simplified task, 218
 high-fidelity task, 218
 message recall performance, 845
 pilots learning to communicate with, 723
- air traffic controllers
 developing areas of specialization, 358
 learning to scan radar maps efficiently, 723
 needing to know information related to safely separating aircraft, 719
 talking about “the picture,” 736
- air transport, expertise in, 356
- air vehicles, managing and controlling autonomous, 187
- aircraft accidents in combat, major causes of, 717
- aircraft attitude indicator (AI), 366
- aircraft handling, as a primary manual
 or psychomotor task, 729
- airline scheduling, 97
- airlines, promoting pilots to captain status, 357
- airplanes, interfering with radio waves, 828
- Aitken, Alexander, 617, 624
- alcohol consumption, facilitated performance
 on problems requiring creative thinking, 816
- alcoholism, “reduced” to an aspect, 133
- Alexander the Great, teacher of, 134
- algebra component, of numeracy, 488
- algebraic manipulation, 154
- algebraic problem-solvers, 154
- algorithms, 174
- All in the Family* television show, development of, 302
- all-star games, 506
- AlphaGo program, 93
- alternate form, 215
- alternative hypotheses, 88
- alternative practice schedules, improving geometry
 performance of secondary school students, 807
- ambiguity, 380, 457
- American Express, 97
- American neo-behaviorism, emergence
 of alternatives to, 63
- American Psychological Association,
Publication Manual, 419
- amygdala, 238, 239
- analogical reasoning, 99
- analogous situations, 821
- analogy-making, utility of, 374
- analysis
 of cases, 295
 as key to developing expertise in teaching, 447–448
 of protocols, 201
 required for sense-making, 466
- analysis tasks, for expert systems, 96
- analytic problems, solving, 816
- analytic processing, 235
- analytic skills, 447, 448
- analytic thinking, 817
- analytical and experiential knowledge, integration of, 347
- analytical knowledge, 337
- analytical processes, involved in situation assessment, 457
- “analytical” reasoning, compared to exemplar-based
 models, 333
- anatomical locations, experts more able
 to correctly identify, 204
- anchoring and confirmation bias, 724
- anesthesiologists, 180, 715
- angel investors, 399
- angle, embedded in a 3-D cube versus in a 2-D
 parallelogram, 582
- angry patients, having an effect on accuracy
 of diagnosis, 347
- animals
 expertise in non-human, 49–55
 many as experts, 54
 peak performance for evolutionarily relevant skills, 53
 socially learning a skill, 51
 using in vitally important occupations, 54
- anomalizing, 456
- antecedents, 87, 88
- anterior cingulate cortex (ACC), 247

- anthropometric characteristics, 276
- anthropometric variables, effects of, 281
- anticipation
- decision making and, 682
 - of experts, 362
 - judgments, 663
 - laboratory studies of using domain-specific stimuli, 678
 - of opponents' actions, 16
 - role of in the development of expertise, 688
 - skilled pick-up of information tightly coupled to biomechanics constraints, 680
 - studies involving evaluations of visual scenes within MRI scanner, 246
 - superior, 677–690
 - using standard film-based tests of to classify athletes into high and low performing groups, 658
- anticipatory aspects of performance, positive transfer of, 688
- anticipatory behavior, expert advantage in, 677–679
- anticipatory bias, 362
- anticipatory effect, 683
- anticipatory encoding, of patterns, 683
- anticipatory eye movements, produced during interceptive tasks, 685
- anticipatory information, learning incidentally, 689
- anticipatory nature, of elite batsmen, 685
- anticipatory performance, variance explained by, 687
- anticipatory processes, moderating by the observer, 684
- anticipatory skill
- development of, 690
 - development or transfer of, 688
 - improved by perceptual training, 689
 - influence of practice on, 687
 - investigating in motor experts, 247
 - learning, 688–689
- anticipatory strategies, of expert performers, 684
- anticipatory thinking, 774
- antipersonnel mines, 172
- anxiety
- found in dystonia patients, 565
 - influencing importance of different sources of information, 664
 - leading to dystonia-triggering behaviors, 564
 - pressure increasing about correct steps, 803
- AON (action observation network)
- all three main parts of underpinning experts' anticipation, 247
 - anterior areas activated more during early occlusion in tennis and badminton experts, 247
 - encompassing premotor and parietal and inferior frontal areas in humans, 246
 - influenced by motor and not visual experience, 246
- apologist experts, 139
- applications, capturing superior performance in games, 749
- Applied Cognitive Task Analysis (ACTA), 457, 458
- Applied Concept Mapping, 458
- appraisals
- of actions in case studies, 294
 - of participants' forecasts, 298
- apprentice and journeyman levels, in between experts and novices, 454
- apprentices
- of craftsmen, 5
 - learning tailoring, 117
 - learning unaccompanied by any direct guidance, 118
 - missing more direct precursors of hazards, 363
 - restricted fixation to the scene directly in front of them, 361
 - supervised by more experienced professionals, 745
 - teaching how to reason, 94
 - used artifacts, 118
- apprenticeship
- continuing training through, 425
 - in creative writing programs and schools of journalism, 424
 - required to create complex artifacts, 46
 - in sociological and anthropological work, 21
- apprenticeship model of learning, 24
- appropriacy of use, knowledge of, 643
- approximate work tasks, developing, 114
- aptitude measures, 213, 346
- aptitude tests, 216
- aptitude-treatment interactions, 801
- Archimedes, 134
- architect(s)
- ability to maintain parallel processes of cognition, 374
 - different types of skilled processes required for young and older, 845
 - experienced approaches, 377
 - having a seizure, 375
 - sketching to construct physically visible markers, 154
 - sought to impose order, 375
 - unable as a patient to make the transition from problem structuring to problem-solving, 376
- architecture, separating facts from procedures and strategies, 86
- Arc-Segmented Attitude Reference (ASAR), 366
- argumentative essays, of freshmen compared to juniors and seniors, 417
- aristocracy, ancient idea of, 139
- Aristotle, 5, 134
- arithmetic calculation, visual salience and, 153
- “arithmetical association,” of mathematical prodigies, 616

- arithmetical principles, ability to apply selectively, 624
 army infantry officers. *See also* military officers
 SA and expertise in, 730–733
- art
 instruction manuals, 587
 performance differences in as obvious, 576
 removing from its bourgeois pedestal, 827
- art students
 not self-identifying as strong observational
 drawers, 589
 student apprentices as, 6
- articles, approaches to, 279
- articulation, of tacit knowledge, 785
- artifacts, 118, 119, 121
- artificial environment, evaluating an individual's
 performance, 221
- artificial intelligence (AI)
 debates about the nature of, 26
 dominated by expert systems, 88
 earliest phase of, 86
 expertise in the code, 59–60
 foundational ideas, 84–86
 history of, 86–87
 intelligent assistants, 100
 producing information about the attitude
 of an aircraft, 367
 programs, 60, 61, 85
 relation to psychology of expertise, 65
 research, 87–89
- artist(s)
 accomplished, 592
 accumulating domain-specific knowledge, 579
 advantage in sensitivity to placing squares
 appropriately, 588
 archival studies of great, 592
 better at a number of visual tasks, 160
 better at focusing attention on task-relevant
 information, 587
 compared to non-artists, 579, 592
 displaying expertise, 23
 drawing with their eyes, 578
 engaging perceptual and attentional mechanisms, 591
 enjoying advantages in some aspects of perception, 590
 experienced, perceptual processing of, 582
 experiencing shape constancy, 582, 583
 finding parallel deep changes in the perception of, 591
 harnessing knowledge of the structure
 of appearances, 584
 identical perceptual processes as non-artists, 579
 outperforming non-artists on perception tasks, 579
 perceptual advantages arising from robust
 representations of object structure in memory, 585
 perceptual advantages viewed as a subset of drawing
 skills, 580
 producing more motor output per unit of visually
 encoded material, 591
 rendering the three-dimensional world
 on a two-dimensional surface, 584
 samples as heterogeneous, 589
 seeing the world differently, 576, 579–580
 sensitive to essential features of an object, 585
 situated at the intersection of a set of complex issues, 592
 solving problems in making depictions, 591
 stressing the importance of perceptual factors
 in depictive skill, 578
 superior to non-artists in some aspects of visual
 perception, 579
 systematic eye–hand strategy while
 segmenting complex lines, 591
 tracings of a face more accurate than those
 of non-artists, 585
 visually analyzing the world from an early age, 578
- artistic expertise
 differences at very low levels of visual processing, 591
 facilitating creativity, 592
 progress in understanding, 590
 roots of, 577
 study of, touching on a broad spectrum of issues, 592
 understanding motoric aspects of, 591
- artistic interpretation, developing, 539
- artistic knowledge, articulating, 585
- artistic realism, as self-evident, 590
- artistic skill, 587
- artistic work, produced by Max Beckmann and Philip
 Guston, 302
- artist-scientist, emergence of, 135
- art-making, contemporary modes of not involving
 observational drawing, 589
- arts and science, peak performance in, 750
- artworks, involving visual degradation, 576
- ascending auditory pathway, at the brainstem level, 552
- Asimov, Isaac, 316
- The Ask, 398
 as the appropriate practice task, 401
 creating spontaneous natural feedback, 399
 as inherently intersubjective, 402
 planned sequence of actions, 404
 for purposeful practice in entrepreneurship, 389,
 399, 400
 tracking for small business owners, 403
- Ask cards, turning into a game, 404
- asking, 401, 404
- asks
 in the development of expertise, 400

- inputs necessary to creating a new venture, 398
- types of, 399
- assessment instruments, 340
- assessments
 - types of in historiometric inquiries, 314
 - using people rank-ordered over multiple measuring occasions, 214
- assimilation and accommodation, of Piaget, 820
- “assistance dilemma,” 797
- assistance dogs, 50
- associated chess positions, recreating critical, 748
- associations
 - attaching to retrieval cues, 701
 - for substrings, 623
 - of a word, 640
- associative hierarchies
 - bringing to problem situations, 814
 - in Pollock pourings, 827
- associative phase, of skill acquisition, 115
- Assumption-based reasoning, in RAWFS, 457
- assumptions
 - based on the context of the moment, 94
 - conveying with strategies, 95
- ATC (air traffic control). *See* air traffic control (ATC)
- athletes. *See also* elite athletes; expert athletes; skilled athletes; youth athletes
 - development of highly skilled, 9
 - differentiating groups of, 310
 - displaying expertise, 23
 - fitness reduced after weeks of bedrest, 754
 - generating actions in a simulator, 72
 - having a larger anterior part of the cerebellum, 248
 - improving performance to be able to compete at the highest level, 274
 - in-depth questionnaires to large numbers of, 261
 - monitoring over time, 276
 - older, progressing via improvements in cognitive capacities, 273
 - performance rated subjectively in team sports, 273
 - rating social interaction as enjoyable, 655
 - scheduling periods of rest to physical work, 656
 - showing video footage of evolving sequences of play, 661
 - studying behaviors of when practicing specific skills, 656
 - training of pushing beyond comfort zones, 754
- atonal music, imitation by savants, 541
- attained performance
 - individual differences in, 751
 - relation to accumulated practice, 761–763
- attention
 - age-related changes, 838
 - applying conscious focalized as limited, 717
 - directing during thinking, 816
 - directing toward surfaces by drivers, 360
 - drawn to the high-precedence operation, 156
 - engaging, 236
 - focused on only task-relevant ideas, 815
 - focusing inward by eliminating distractions, 421
 - knowledge directing, 721
 - role of in visually guided action, 587
 - sharing, as an important underlying skill, 725
- Attention research category, for transportation, 357
- attentional control, assessments of, 493
- attentional narrowing, 719, 730
- attentional strategies, adopting overt, 152
- attributes, of experts specific to a time and place, 771
- attuned responsiveness, 36
- attunement to constraint, ecological concept of, 773
- audiences, performing in front of, 538
- auditors, assessments by expert, 4
- auditory association areas (AA), 554
- auditory attention, enhanced in older musicians, 842
- auditory domain, 551, 559
- auditory expertise, 237
- auditory feedback, 550, 554
- auditory gestalts, 554
- auditory long-term memory, 552
- auditory probe, responding to during writing, 417
- auditory processing
 - aspects of, 554
 - in musically trained participants using ERP, 842
 - neural bases of refined, 557
- auditory skills, 552
- auditory type, of memory, 617
- auditory working memory, 622
- auditory–motor–emotion integration capacity,
 - music-making requiring, 554
- aural representation, of an entire piece, 539
- authentic texts, jumping from graded readers to, 647
- authentication and evaluation area, of sociological and anthropological work, 21
- authority, projecting, 21
- authors, age of best work, 751
- autistic savants, musical skills of some, 541
- autobiographies, employed in case studies, 293
- autodidactic learning, 537
- automated application, of expert skills, 803
- automated control systems, 827
- automated performance, 75
- automated sensorimotor skills, 803
- automatic performance, 542
- automaticity
 - cognitive, 723
 - counteracting tendencies toward, 334

- automaticity (cont.)
 expert performers counteracting, 752
 freeing up attention resources for SA, 729
 level of “good enough,” 436
 of motor skills in more expert musicians, 561
 premature, 447
 in relation to more cognitive tasks, 723
 as a relevant characteristic of expertise, 722
 role in spoken and written form recognition and production, 642
 of vocabulary knowledge, 639
- automation
 counter-acting tendency to, 74
 model for working with, 100
 negative effect of on SA in driving, 735
- automobile driving, 357
- automobile manufacturing process planning, 97
- autonomous helicopter, interfaces for control of a full-sized, 187
- autonomous phase, of skill acquisition, 115, 116
- autonomy of professionals, 22
- availability bias, 334
- “average maturers,” 276
- average sequential thinking, 515
- “average” teaching, documenting, 434
- aviation
 black hole illusion in, 360
 experienced group making fast decisions, 364
 failures to make accurate projections, 716
- aviation pilots. *See* pilots
- awareness, 444
- awareness-raising, 368
- Awele (an African “sowing” board game), variants of CHREST applied to, 600
- axons, branching of, 560
- backfire, building a, 830
- backward chaining, 90, 99
- backward inverted J-shaped function, 847
- Bacon, Roger, on mastering mathematics by self-study, 6
- Bacon, Sir Francis, 6, 87, 135
 “Bacionian era,” 135
- badminton players, brain changes in, 248
- Baduk board game, study on the experts of, 244
- Balinese musicians, learning by ear, 544
- ballet dancers
 activation in the AON when watching ballet, 246
 comparing female and male, 246
 deliberate practice for, 757
- bank managers, tacit knowledge of, 778
- bankers, compared to entrepreneurs, 392
- bar graphs, expert reading of, 153
- bariatric surgery, mortality rate, 346
- Barrington, Lord, 535
- Bartlett, Frederic, 677
- basal ganglia, 243, 556
- base model, 183
- base rates, 220, 335
- baseball
 ardent fans compared to more casual, 69
 high-knowledge individuals exhibiting superior learning for materials, 68
 requirements for hitting, 678
- bases, working out configuration of for DNA, 824
- “basic level,” identifying, 159
- basketball players
 completing a typical pattern recall task, 683
 demonstrating immediate recall of game situations, 705
 differentiating between basketball play patterns, 683
 displaying patterns to expert, recreational and novice, 684
 evaluating the center position, 748
 height and success in, 43
 increased gray matter in parts of the cerebellum and striatum, 248
 inexperienced, learning to improve information pick-up, 686
 perception of body parts, 246
 predicting the fate of free throws, 246
- battalion level of command, correlation between tacit knowledge and supervisor ratings, 778
- batting performance, dependent on the skill level of the pitcher, 221
- battlefield commanders, 730
- battles, results for generals, 314
- Bayes’ Theorem, 91
- Bayesian probability theory, subjective expected utility theory and, 479
- Bayesian program, not making calculation errors, 91
- Bayt al-Hikma (“House of Wisdom”), in Baghdad, 136
- beach debris, used as artifacts, 117
- The Beatles, ten-year rule and, 540
- beer-mat knowledge, 25
- “Beethovenians,” 418
- beginners. *See* novice(s)
- behaving system, man viewed as, 64
- behavior(s)
 adapting to a changing environment, 820
 capturing the essence of superior performance, 203
 driven by rewards, 514
 encouraging and promoting certain, 522
 expert, directed toward a target, 151
 judgments on, 142

- sampling, 776
- skilled, involving both action and perception, 155
- behavioral and environmental hazard scenarios, 363
- behavioral decision science, 485
- behavioral genetics, 835
- behavioral understandings, building, 160
- behaviorism, 37
- behaviorist theories, alternatives to, 61
- behaviorists, accounting for rule-governed behavior, 207
- “being-in-the-world,” 34
- beliefs
- of expert musicians, 542
 - integrating with values, 486
- The Bell Curve: Intelligence and Class Structure in American Life* (Herrstein & Murray), 483
- Berlin Academy of Music, 551
- Berlin Numeracy Components Tests (BNT-C), 488, 489
- Berlin Numeracy Tests, 478
- the “best,” not clear in medicine, 344
- best practices, promulgation of, 448
- best solution, finding in shogi, 243
- best work, likely to appear when the most total work appears, 321
- between-person, or inter-individual relative motion, pick-up of, 661
- bias(es). *See also* cognitive biases
- never going away, 498
 - referring to a tendency not implying error, 477
 - in research on teaching, 431
 - of traditional methods for measuring expert teams, 518
- bicycles
- turning as a dynamic operation, 828
 - Wright brothers’ expertise with, 828
- Bidder, George Parker, 620, 624
- bilateral activation patterns, 248
- bilateral frontal pole, 240
- bilateral neural representation, of cognitive functions in the female brain, 627
- bilateral posterior middle temporal gyrus (pMTG), 241
- bilateral supramarginal gyri (SMG), 241, 243
- Bill and Melinda Gates Foundation, 438
- bimanual coordination, 560
- bimanual motor activity, 550
- bimanual or quadrupedal coordination, 552
- bimodal distribution, Edison’s production following, 296
- Binet, Alfred, 193, 617, 625
- binge writing, 422, 424
- Biocon, 395
- biographical controls, 301
- biographical data
- deleting subjects owing to a lack of necessary, 313
 - employed in case studies, 293
- biological differences, between the sexes, 627
- biological insights, emerging, 74
- biological markers, of chess talent, 610
- biological motion information, 661
- biological motion patterns, 689
- biologically primary knowledge, 795
- biological/psychological factors, responsible for decline, 847
- biomechanical differences, between actions
- with different intentions, 680
- biomedical knowledge, 803
- the Bird-in-the-hand principle, 395
- birds, 828
- birth attendants, skill acquisition of, 119
- “black box,” mind as, 33
- black hole illusion, in aviation, 360
- blackboard model, of reasoning, 99
- “blank slate” perspective, 42
- blind people
- olfactory discrimination of, 238
 - relying on touch, 238
- blindfold chess, 193, 605–606. *See also* chess
- chess masters playing, 72, 202, 702
- blitz chess, 74
- blocked academics, thoughts of, 422
- blurry photos, identifying objects depicted in, 580
- board experts, structural changes elusive for, 244
- board games, great burden on the brains of experts, 241
- board patterns, involving groups of pieces, 69
- bodily actions or habits, making thinking possible, 35
- bodily functions, impact on learning ability and cognitive functioning, 847
- bodily space, 35
- body
- under extended strain, 754
 - as the vehicle of being in the world, 35
- body parts, representation of distinct in brain regions, 556
- “bogus models,” creating, 183
- “bona fide knower,” refusal to recognize, 22
- “bootstrapping,” 396
- borrowing and reorganizing principle, 796
- bottom-up, data-driven process, attention directed across all relevant information, 717
- bottom-up and top-down processes, theoretical and empirical reconciliations, 586–588
- bottom-up explanations, of drawing skill, 581–583
- bottom-up processing
- consequence of, 238
 - described, 580
 - versus top-down, 580

- bottom-up view, 584, 587
- boundaries
 defining a group, 21
 in the natural visual environment, 157
- boundary conditions, on the perceptual apparatus, 154
- “boundary objects,” stipulating interdisciplinary work, 133
- bounded rationality, task environment and, 64
- boys
 moving to senior competition, 273
 outperforming girls in mathematical problem-solving, 627
- brain
 accommodating expertise, 235
 activation increasing with degree of difficulty of an imagined motor task, 558
 activation reflecting organization of numerical functions, 629
 activities shifting calculation strategy, 629
 activity during exposure to odors, 238
 adaptations accompanying musical learning processes, 558
 adapting to the cognitive demands of expertise, 248
 anatomy compared between musicians and age-matched medical students, 562
 changes associated with acquisition of musical expertise, 550–570
 connections of differing in chess experts, 245
 effects of musical training on, 557–559
 functioning integral to skilled performance, 677
 increase in computational burden, 248
 maladaptive changes due to overtraining, 16
 mechanisms underlying insight, 817
 processes underlying insight in problem-solving, 813
 processing diverse streams of visual information, 576
 processing music thorough the use of imaging techniques, 542
 reacting with structural and functional reorganization, 239
 representing movements, 556
 structural changes associated with expertise, 233–248
 systems for mathematical expertise, 627–629
- brain areas. *See also* brain regions
 active during encoding in memorizers, 240
 differentiation by radiologists compared to medical students, 237
 involved in a particular kind of expertise, 248
 involved in the different components of face processing, 235
- brain damage, reducing digit span to two, 623
- brain imaging, determination of gray and white matter volume, 559
- brain morphometry study, in professional pianists, 562
- brain networks
 coping with demands of culturally acquired competencies, 628
 for musical sub-skills, 552
- brain plasticity. *See also* plasticity
 in blind people, 239
 not always beneficial, 563
 occurring on different time scales, 553
 performing music as a driver of, 551–554
 as prerequisite and result of expert performance in musicians, 568–570
 shifting from being beneficial to maladaptive, 567
 studying, 550
- brain regions. *See also* brain areas
 activating by imagined action, 558
 differential decline in, 838
 enlarged after long-term training, 553
 involved in performing music, 554–557
 subject to modifications from musical practice, 553
 supporting acquired expertise, 841
 supporting writing, 415–416
- brass instruments, without a gender bias, 565
- brass players, larger vital and total lung capacities, 542
- breadth, interrelated with depth, 639
- breakthrough thinking, in an unreasonable world, 817, 818
- breast cancer, diagnosing from reviewing mammograms, 203
- “bridge” building, by the identification of a key concept, 379
- Bridger (Swiss Mountain Dog), 51
- briefing and debriefing alone, not enough to ensure high performing teams, 509
- brittleness
 of knowledge-based systems, 100
 overcoming, 90
- broad attention, creative thinking and, 816
- Broca’s area, in the frontal lobe, 415
- Brodmann’s areas, respective, 555
- Brunswik, Egon, 777
- Brunswik Symmetry, 223, 225
- Brunswikian tradition, 453
- Brunswik’s Lens Model, 223
- buffer zone, finding an existing, 830
- “burner,” in the light bulb, 818
- bus drivers, not having a larger posterior hippocampus, 245
- bus ticket issuing system, designing an automated, 420
- business consulting problem, requiring social innovation, 297
- business opportunities, 392, 398
- business setting, tacit knowledge and expertise in, 778
- Buxton, Jedediah, 624

- cab-drivers. *See also* taxi drivers
 structural changes in hippocampal areas
 of young adults, 841
- Caesarean section, 444
- calculating abilities, requiring a normal numerical
 “starter kit,” 618
- calculating prodigies, biographical details of, 617
- calculation
 cognitive abilities in non-numerical domains and, 618
 distinction with memory, 620
 of effect sizes, 279, 280
 extraordinary feats in abacus competitions, 626
 quickly executing complicated, 240
 as a separable mental process, 626
 by theatrical calculators compared to cashiers, 625
 without access to a physical abacus, 704
- calculators (human). *See also* expert calculators; mental
 calculators
 algorithms minimizing the load on working memory, 622
 attracted experimental psychologists as case studies, 617
 born or made, 629
 developing intimacy with numbers from
 an early age, 624
 developing techniques for reducing current load, 621
 education of, 625–626
 general memory ability of, 703
 holding many items in mind and also knowing
 facts about numbers, 620
 incidents awakening the interest of, 624
 motivation and instruction of, 624–625
- calendrical calculation, algorithm for, 625
- Cambridge Handbook of Expertise and Expert
 Performance*, 4, 65
- “Campbell’s law,” 432
- cancer
 probability of, 204
 recurrence after surgery, 346, 748
- Candle problem, 822
- canonical occupational knowledge
 comprising societal requirements, 109
 described, 109
 insufficient alone, 110
 key elements of, 110
- canonical underlying knowledge, in relevant academic
 disciplines, 107
- capacity, in Galton’s theory of eminence, 629
- capital
 access to, 390
 constraints on, 390
- “Caprices,” for violin by Paganini, 544
- captains in the army, serving as platoon leaders, 730
- carbon burner, 829
- carbon compounds, as possible burners, 818
- card sorting, as a measurement of SMM, 512
- cardiac surgery, with an attending present, 346
- career age
 distinguished from chronological age, 321
 of an individual, 315
- career onset, age at, 320
- career paths, defining in science, 137
- career trajectory, producing an overall, 316
- Carlsen, Magnus, 609
- cars, upright and inverted, 158
- case(s)
 compiling an extensive store of, 460
 defining, 292–293
 drawing inferences about expert performance, 304
 gaining a more concrete and detailed understanding, 304
 interpretation of, 294–295
 of leader performance and also scientific
 performance, 302
 not prohibiting statistical analysis, 299
 providing an initial diagnosis for, 339
 real-world nature of, 292
 reflecting an event or series of events, 292
 as a starting point for studies of expertise, 292
 studies of multiple, 299
 viewed as observations of a single individual, 292
- case analyses, 291, 298
- case data
 application of questioned, 292
 exploring contemporary, 305
- case events, 295
- case method, 15, 292–293
- case studies
 accompanied by experimental, psychometric, and field
 studies, 304
 assessing expert performance among scientists
 and engineers, 300
 on average individuals, 305
 based on observations or records of exceptional
 high-level performers, 304
 of creative advances, 823–828
 descriptive in nature, 295
 focused on elements or aspects of expert
 performance, 298
 garnering information about professionally
 trained chefs, 305
 historic, describing social innovations, 297
 identifying key capacities underlying expert
 performance capacities, 303
 interpretation of, 294
 key limitation of, 304
 leading to conclusions which triangulate, 303

- case studies (cont.)
- of musicians documenting high achievements, 535
 - near versus remote associations reconsidered, 830
 - presented in support of the remote-associates view, 828
 - regarding theories of leadership, 298
 - on SA varying as a function of expertise, 726–735
 - of savants, 579
 - strength of the inferences permitted by, 304
 - in studies of expert performance, 303
 - in support of the remote-associates view, 830
 - systematic, 302
 - understanding expert performance by leaders, 298
 - usefulness of, 830
 - viewed with suspicion, 303
- case-based reasoning system, 99
- case-study scenarios, 777
- cashiers, better than human calculators, 625
- Catalogus Historiarum Particularium*, 6
- categorization mapping, 722
- category labels, 160
- catheter insertions, 342
- Cattell, James McKeen, 312
- caudal orbitofrontal cortex, 238
- causal analysis, 297
- causal Ask, 399
- causal chain, 183
- causal explanations, 337
- causal knowledge, 339
- causal mechanisms, decision making skill, 478, 482
- causal networks, students developing, 337
- causality
- complicated by “feedback,” 281
 - through prediction rejected by expert entrepreneurs, 400
- causation. *See also* complex indeterminate causation (CIC)
- in real-world settings, 400
 - starting or halting points for complex, 462
- cause–effect hypotheses, explaining deviations with, 447
- cause–effect theories, generation of, 447
- CDM (Critical Decision Method). *See* Critical Decision Method (CDM)
- cellphones, performance and, 366
- cells of the body, adapting, 754
- central concepts/frameworks, relation between
- expertise and, 17
- central nervous system
- adaptability of, 553
 - exhibiting plastic capacities, 560
 - sensitive periods during development of, 551
- central sulcus, 555, 560
- central vision, 686
- centralized leadership, 509
- centralized teams, leaders serving as a hub, 459
- cerebellum, 240, 247, 557
- certain conclusions, 479
- certification, of workers/employees, 132
- certification exercises, performing well during, 173
- certification process, for teachers, 437
- ceteris paribus* (if everything else is equal), 217
- Cézanne, Paul, simplifying objects’ forms, 578
- challenging practice activities, recuperation time
- increasing with age, 847
- challenging situations, experienced
- workers resolving, 175
- chance, formalizing, 479
- change, assessing, 216
- change idea, planning and implementing, 444
- change over time, 216–220
- Chanute, Octave, 827
- characteristics, not all declining at the same rate, 274
- charismatic leaders, 300
- charismatic leadership style, 299
- Charness, Neil, 698
- Chase, Bill, 697, 698
- Chase and Simon
- assumptions by, 699
 - in a classic series of studies, 697
 - quantifying superior memory for chess positions, 708
- checkers-playing program, 60, 87
- cheetahs, 53
- chefs, 305
- chemical spectral analysis, AI addressing, 62
- chemical structures, determining from analytic data, 85
- chemistry reference works, Edison used, 829
- chemists, 153, 154
- chess, 234, 701–703. *See also* blindfold chess
- accumulated amount of time playing, 703
 - advantage in pattern encoding, 681
 - brief description of, 597
 - check relationship, 241
 - choosing the best possible move, 598
 - as a closed environment, 610
 - as computationally complex, 481
 - correlation between serious study and chess rating, 760
 - decision making and, 758
 - deliberate practice in, 75
 - developmental issues, 606
 - differences in experience, knowledge, and skills, 68
 - effects of on academic domains and general cognitive abilities, 607
 - expertise in, 597–611, 697
 - factors differentiating players of different skill, 257
 - higher skill associated with deeper search, 701

- key positions in enabling Masters to acquire a “system of playing methods,” 604
- as a model task environment, 597
- novices using reasoning by analogy, 606
- only reliable difference as quality of the move, 438
- pioneering studies of expertise in playing, 200–201
- predictors for current skill level in, 608
- problem-solving minimally affected by concurrent verbal activities, 605
- requiring ability to think about space, movement, time, and to hold a goal in mind, 43
- serious solitary study of highly correlated with attained performance, 703
- skilled object and pattern recognition in, 241
- studies of expertise in, 63
- theories making clear-cut empirical predictions, 610
- unique impact on expertise research, 610
- chess boards
 - presented with randomly arranged chess pieces, 697
 - recalling multiple presented in rapid succession, 70
- chess computer programs, attempting to approximate an optimal solution, 481
- chess expertise
 - achievement of, 43
 - factors in the acquisition of, 610
 - mental manipulation and simulation of the perceived stimuli, 233
 - studies of illustrating cognitive mechanisms, 481
 - studying, 62
- chess experts
 - brains accommodating highly specialized cognitive processes, 243
 - comparing to less skilled chess players, 481
 - considering more alternative move sequences, 202
 - considering qualitatively different moves, 481
 - delaying when evaluating multiple moves, 418
 - domain-specific knowledge stored in LTM, 234
 - faster at identifying chess pieces, 241
 - looking for the best continuations, 234
 - memory constrained to regular chess positions, 10
 - memory skills, 70
 - not requiring cooperation of the chessboard, 431
 - superiority largest with meaningful positions, 606
 - visual-perceptual processes underlying mastery, 73
- chess games
 - experimenter reading sequences of moves from multiple, 203
 - merely playing not providing immediate feedback after each move, 703
 - not every move equally important, 748
 - playing a larger number of on the internet correlation with chess skill, 753
- chess grandmasters
 - recognizing tens of thousands of board configurations, 796
 - seeing the board differently, 619
 - simultaneously playing hundreds of games, 480
- chess masters
 - following multiple games, 72
 - integrating piecemeal information presented auditorily, 702
 - making better moves, 438
 - mentally generating chess positions associated with multiple chess games, 203
 - mentally updating multiple chess games, 702
 - playing blindfold, 72, 202, 702
 - problem-solving expertise not generalizing to other tasks, 89
 - recalled more pieces correctly for positions from chess games, 697
 - recalling a series of different chess positions, 73
 - recalling information from 5–10 chess positions, 698
 - recalling positions after a single tachistoscopic presentation, 623
 - recognizing 50,000 patterns of chess pieces from master-level games, 820
 - seminal study of skills of, 820
 - thinking aloud during a tournament match, 200
- chess moves
 - all not equally important, 749
 - enormous number of possible, 598
 - quality of, 844
- chess openings, studying, 758
- chess performance
 - affected separately by IQ and practice, 609
 - superior captured by presenting chess positions, 699
- chess pieces, possessing characteristic functions, 243
- chess planning skills, not transferring to solving the Tower of London, 607
- chess players. *See also* abilities, of chess players; expert chess players; older chess players; skilled chess players
 - ability to play “blindfolded,” 193
 - amateurs less able to extend their search beyond the top left quadrant of the board, 604
 - asking to think aloud, 597
 - aspects of cognitive mechanisms and processes, 698
 - average score highly correlated with official chess ratings, 749
 - better, having a larger visual field, 599
 - choosing the best moves to play, 598
 - consistently winning tournament games, 67
 - descriptions of games centered on key positions, 604

- chess players. (cont.)
- detecting strategically important configurations of chess pieces, 579
 - doing little search yet finding strong moves, 598
 - engagement in planning, 702
 - evidence for extensive planning and evaluation of consequences by expert, 72
 - examined the chess position and then generated some promising moves, 701
 - fixating more on the edges of squares than weaker players did, 599
 - forming new relational patterns for unusual piece placements, 603
 - generating moves selectively, 598
 - highly skilled, 201
 - holding chunks in STM, 697
 - identified tournament competition as an activity similar to purposeful practice, 843
 - increasing ability to select the best move, 699
 - longitudinal investigation of a Canadian, 602
 - male, 18% not right-handers, 610
 - memorized pieces better when functionally relevant, 605
 - most proficient not thinking further ahead than less skilled players, 597
 - not spending time practicing memory for briefly presented chess positions, 703
 - perceptual skill not helping them memorize visual shapes unrelated to chess, 607
 - playing speeded chess, 201
 - problem-solving behavior specializing in two different chess openings, 602
 - recalling locations of pieces, 202
 - recognizing patterns of chess pieces (chunks), 697
 - remembering multiple boards, 600
 - searching selectively among alternative moves, 598
 - skill levels determined by the outcomes of 20–40 matches in chess tournaments, 748
 - study of master level and less accomplished, 68
 - superior move selection skills, 837
 - tending to use less risky strategies when playing against stronger players in rapid-transit games, 606
 - thinking aloud while selecting the best moves, 74, 200
 - trying to select the best move, 749
 - twelve years of age as a tipping point for, 609
 - weaker not able to adapt search strategy to the requirements of the task environment, 602
- chess positions
- ability to select the best move for presented, 13
 - from actual games of chess masters, 200
 - best players' ability to rapidly perceive the relevant structure of the presented, 201
 - with critical moves, 749
 - critical taken from real games, 749
 - deeper understanding of the structure of, 193
 - encoding and manipulating internal representations of, 203
 - generating an accurate memory representation of, 702
 - memory for briefly presented markedly differentiated skill levels, 597
 - mentally transforming and then planning long sequences of moves, 703
 - planning for difficult, 201
 - presenting briefly (5 s) and requesting immediate recall of each position, 697
 - presenting to players with the explicit task of finding the best next move, 701
 - randomization of, tapped into pattern recognition processes, 242
 - recall of randomly scrambled equally poor regardless of skill, 697
 - storage of briefly presented, restricted to STM, 698
 - superior ability of skilled chess players to image mentally, 202
- chess problems, presenting with think-aloud protocols, 200
- chess ratings
- in a large sample of rated players, 843
 - measuring, 200
- chess representations, 605
- chess skill
- correlated with the quality of chosen move, 603
 - positive correlations with fluid reasoning, 607
 - relating archival data about international chess skill ratings to group and individual practice amounts, 262
 - relationship with cognitive ability, 607
- chess-playing computer programs, getting objective scoring of different moves from, 749
- chess-playing computers, best move objectively determined by, 200
- chess-specific object recognition, 841
- chess-specific task areas, more activated in experts, 241
- Chicago Manual of Style*, 419
- child prodigies
- biographical accounts of, 536
 - in chess, 597
 - special attention to, 535
- child seat, in the IDEO shopping cart, 824
- childhood and adolescence, development during necessary for attaining highest level of achievement, 750
- childhood story writing, common for writers, 426
- children
- born with extensive bilateral cataracts, 151
 - distinguishing writing from drawing, 422

- with extensive knowledge of chess and dinosaurs, 12
- intensive musical training bringing about lifelong change, 569
- introduced to the musical domain in an informal phase, 540
- practicing by themselves, 539
- recreating types of activities seen during match play, 659
- subjected to extensive abacus training, 626
- talented, practicing more, 537
- China, competitive piano instruction system, 544
- Chinese chess board game, nucleus caudatus smaller in experts, 244
- Chinese teachers, emphasizing relationship with students, 442
- chi-square goodness-of-fit tests, 279
- choice outcome modeling, 481
- choice path independence/consistency, 486
- choices
- always entailing some risk and uncertainty, 493
 - guided by acceptable downsides, 396
- choose-a-move task, using full chessboards, 599
- chordal notes, distributing on the keyboard, 540
- CHREST (Chunk Hierarchy and RETrieval STRuctures) computer program, 600, 602
- chronic pain, 567
- chronological age of an expert, 314
- chunking
- rates of, 610
 - replicated in other domains, 69
- chunking theory, 600
- chunks
- defined, 69
 - experts having more complex, 697
 - giving access to information, 600
 - recognizing and encoding important features, 579
 - reflected a deeper meaningful structure, 69
- CIC. *See* complex indeterminate causation (CIC)
- cingulate gyrus, 244, 556
- cingulate motor area (CMA), 555, 556
- circular objects, projecting to the retina as ellipses, 581
- “circulation of elites,” 139
- civilian aircraft pilots, 109
- class inclusion illusion task battery, 489
- class of movements, expertise in producing, 681
- classes of situations, instantly recognizing known, 722
- classical music
- composition of, 318
 - instrumentalists having to master the most demanding repertoire as teenagers, 540
 - majority of patients suffering from focal dystonia performing, 566
 - classical music composers, 319. *See also* composers expertise acquisition in, 315 sample of eminent, 319
 - classical musicians, solitary practice of, 538
 - the “classical” number area, in the brain, 628
 - classical repertoire, large portion of practice as solitary, 538
 - classification
 - issues of, 228
 - of prior solutions, 381 - classroom
 - categorization of what’s important in, 443
 - expertise in, 440–443
 - lesson, effectiveness of, 433
 - management and organization, 441
 - settings, characterized by words, 642
 - teaching, narrowing focus to, 432 - Classroom Video Analysis (CVA) assessment, 441
 - “Clerical/Conventional” trait complex, 226
 - climatic variation, contributing to human brain expansion, 41
 - clinical cases, portraying similar patient presentations, 339
 - clinical decision making, assessed by script concordance tests, 777
 - clinical diagnostic reasoning, 332–336
 - approaches to teaching, 336–339 - clinical education, dissociating from the clinical setting, 338
 - clinical medicine, creating systematic approaches to learning, 332
 - clinical problems, 336, 338
 - clinical reasoning
 - approaches based on alternative diagnoses for teaching, 339
 - curriculum strategies to enhance, 337–338
 - developing through education, 336–337
 - drawing on a set of canonical factors, 110
 - levels of representation acquired to support, 205
 - meta-analyses of, 753 - clinical teachers, 785
 - CLIPS, 89
 - closed loops, in the Flexexecution model, 462
 - “closed mind,” of a team, 514
 - closed sports, 666, 705
 - clustering, of genius and talent, 318
 - Cmap Tools, 467
 - Coach Assessment Instrument, 258
 - coaches
 - assessing, 258, 755, 763
 - collecting information about parents’ height and maturation status, 752
 - creating conditions producing the best performance during practice, 668

- coaches (cont.)
- encouraging self-directed practice, 668
 - individualized practice without, 758
 - necessity of having, debated in the chess literature, 606
 - objective archival data on, 305
 - providing instruction explicitly and frequently, 668
 - ratings of elite players, 687
 - recruiting individuals for successful teams, 747
 - time use of expert, 258
- coaching
- expertise, nuances of, 260
 - as a much-needed resource, 446
 - in soccer, 668
 - statistics as easily accessible, 305
 - theory versus practice divide in, 668
- coach-led individual training, 760
- coach-led play, 658
- coach-led practice, 659, 757
- Co-creative or effectual Ask, 400
- co-evolution
- in computer modeling of design processes, 378
 - interleaving problem specification with solution development, 384
 - from within the problem space, 378
- co-evolving problem-solution, 378–379
- cognition. *See also* human cognition; shared cognition; team cognition
- expert, as the “goal state” for education, 64
 - focus on explicit and structured aspects of, 166
 - important to expertise in driving or flying, 356
 - modeling more broadly, 84
 - models for individual, 168
 - role in creative thinking, 817
 - situated in a much larger world of experience, 94
- Cognition Requirements Table, 170, 180
- Cognition Technology and Work*, special issues in, 454
- cognitive (intellectual) resources, long-term investment of, 229
- cognitive abilities
- breed differences in, 52
 - correlation with performance of beginners, 707
 - dog breeds not actually differing in, 54
 - high levels of not generally required for skilled or expert decision making, 476
 - intelligence and, 763
 - measures as general, broad, or specific, 222
 - reanalysis of factor-analytic studies on, 484
 - tests of, 489
 - underlying expertise in SA, 725–726
- cognitive activities
- following a formal process of reasoning, 165
 - involved in predicting hazards, 734
- cognitive adaptations, in music, 541–542
- cognitive advantages, evident for those who take music lessons, 848
- cognitive aging research, 837
- cognitive analyses, 105, 170
- cognitive apprenticeship, 113
- cognitive architecture, 795–797, 802
- cognitive automaticity, 723
- cognitive biases. *See also* bias(es)
- arising from the use of heuristics, 334
 - errors resulting from hard-wired, 336
 - experimentally induced, 334
 - inherent in human reasoning, 336
 - role in reasoning, 335
 - teaching to reduce diagnostic errors, 335
- cognitive changes, corresponding to brain changes, 837
- cognitive competencies, systems of, 42
- cognitive conceptualizations, of tacit-knowledge acquisition, 782
- cognitive constructs, 171, 172
- cognitive control (or executive control), components of, 837
- cognitive correlates of expertise, resulting from extended deliberate practice, 105
- cognitive cost, 382, 383
- cognitive decline, 357, 848
- cognitive demands, of writing, 414–416
- cognitive differences, underlying the SA abilities of experts, 725
- cognitive disinhibition, 815–816, 831
- cognitive domain, 234
- cognitive dynamics, in skilled decision making, 480
- cognitive ecology of expertise, 51
- cognitive elite, 484
- Cognitive Engineering and Decision Making Technical Group, 187
- cognitive engineers, 168
- cognitive expertise
- connecting incoming stimuli with existing knowledge structures in the LTM, 239–245
 - parietal areas in, 248
 - structural brain changes in, 244–245
- cognitive fidelity, 460
- cognitive functions
- overloaded by the demands of composing an extended text, 413
 - some domains less affected by aging than others, 838
 - within a specific challenging incident, 176
- cognitive impulsivity, assessment of, 489
- cognitive inhibition, being less subject to, 815
- cognitive load
- higher levels of for experts presented with prompts, 799

- managing, 417–419
- measures of, 793
- reduction in initial levels of, 800
- cognitive load theory, as a framework for the expertise
 - reversal effect, 794–797
- cognitive mechanisms, of expertise, 233–235
- cognitive models
 - for individuals and teams, 169
 - of specific task performance variations, 60
- cognitive operations, in chess having
 - a time cost, 605
- cognitive or intellectual ability, psychological
 - measurements in, 222
- cognitive performance
 - creating systems supporting, 467
 - effect of expertise on, 735
 - not capturing the exact path of synapses
 - of actual thought, 93
- cognitive perspective, inciting to focus on
 - instruction, 121
- cognitive phase, of skill acquisition, 115
- cognitive plasticity, decreasing in later adulthood, 846
- cognitive processes
 - acquiring biologically secondary information, 795
 - changes in mediating performance, 806
 - comprehensive analyses of the full range
 - of underlying, 494
 - described, 178
 - differences explaining the superior selection
 - of moves by world-class players, 201
 - generating thoughts corresponding to the required
 - explanations and descriptions, 196
 - high-level, 662–663
 - inhibiting the performance of experts while enhancing
 - the performance of novices, 808
 - mediating answers to existing questionnaires, 207
 - mediating superior digit-span performance, 199–200
 - retrospective reports on during a memory trial, 701
 - of tacit-knowledge acquisition, 782
 - training those involved in insight and learning from
 - context, 783
 - used to transition from one cognitive state to another, 180
- cognitive processing, progression from formal
 - to informal, 166
- cognitive psychology, 60–64
- cognitive researchers, laboratory experiments measuring
 - “microcognitive” functions, 461
- cognitive science
 - critical role of knowledge base in cognition
 - and learning, 796
 - defined, 61
 - mainstream, 171
 - “representing” constructs of novice and expert
 - deliberations, 63
- Cognitive Science* journal, 61
- cognitive science movement, 63
- Cognitive Science Society, 61
- cognitive shortcuts or heuristics, Type 1 reasoning
 - based on, 333
- “cognitive snap,” 818
- cognitive states, 178, 179, 180
- cognitive strategies, of writers, 418
- cognitive structures, 33
- cognitive structures and skills, acquired with training, 67
- cognitive style and environment, promoting experiential
 - learning, 776
- cognitive support, enhanced, 180
- cognitive support systems, 171
- Cognitive Systems Engineering
 - application areas for, 186–187
 - drawing on theoretical or conceptual paradigms, 166
 - historical background, 165–167
 - knowledge elicitation within, 167–170
 - models for, 166
 - understanding the nature of expertise
 - in work practice, 167
- cognitive task analysis (CTA)
 - creating programs for training expertise, 458
 - of intelligence work, 172
 - methods, 458
 - simulation exercises and, 460
- cognitive tools, developed from a formal analysis, 166
- cognitive training, 173
- cognitive traits, 221, 222–224
- cognitive turn, signaled active involvement of the mind, 37
- cognitive units, expertise involving larger
 - and more integrated, 68–69
- cognitive work, performed with high levels
 - of proficiency, 167
- Cognitive Work Analysis, 167, 170
- cognitive work systems, 188
- cognitive/intellectual abilities, 218, 222
- cognitive/intellectual correlations, 223
- cognitive-motor tasks, 835
- cognitive-theoretic language, 168
- cognitivism, perspective of, 106
- coherence, establishing, 416
- coherence standards, 478
- cohesion, of team members, 508
- collaboration
 - appraised for scientists, 301
 - between specialists, 22
- collective efficacy and team performance,
 - curvilinear relationship between, 510

- collective leadership, theory of, 298
- collective or shared capability, designing as, 372
- collective task engagement in creativity tasks, 520
- collectivistic leadership events, identified, 299
- college admissions tests, measuring
wisdom-based skills, 779
- college students, tacit knowledge-acquisition
processes and, 782
- Collins, Alan, 61
- collocations, 644
judged acceptable by native speakers, 646
occurrence in language, 643
second language learners tending to use large
numbers of, 646
of a word, 640
- co-located teams, 168, 458
- colon tissue, microscopic images of, 204
- color cueing, 689
- color vision, normal or defective, 618
- colored patch, highlighting locations for directing gaze, 689
- combat readiness status, gathering information on, 732
- commanders, preparing for enemy attacks, 723
- commercial airline pilots, attention to cues signaling
deteriorating weather, 725
- commercial driving privileges, becoming attainable, 357
- “a committee of examiners,” satisfying
to become a master, 6
- common arrangements, without explicit agreement
or discussion, 772
- common coding view, evidence supporting, 681
- common ground, team members ensuring, 459
- common identity, through occupational and professional
socialization, 130
- common practice activities, duration of, 761
- common problems, no difference in accuracy
for residents and experts, 205
- common sense understandings, of expertise, 25
- common variance, between predictors, 225
- communal CMC, 517
- communality, among predictors and trait complexes,
225–228
- communication
as a critical component of teamwork, 511
network and leader skills, 299, 732
pivotal role of, 459
protocols, 459
styles, 299
tasks, 785
team members not exhibiting need for explicit, 511
- communicative purposes, of formulaic language, 645
- communities of practice, 23, 781
- community development, experts fostering, 770
- community of knowers, 22
- company, building for an imaginary product, 405
- comparative advantage, 45
- compensation
in the neuropsychology of aging, 844
between performance characteristics, 275
- compensation account, assuming that older experts
actively acquire new mechanisms, 839
- “compensation phenomenon,” 666
- compensatory behaviors, of drivers, 357
- compensatory benefit, of neural scaffolding, 844
- compensatory mechanisms, establishing
evidence for, 844
- compensatory strategies, 357
- competence, 142
assessment, 486
improvement, 397
- competencies
developing evolutionarily novel, secondary, 42
display of multiple, 314
- competitions, 764
- competitive environment, retaining “currency” in, 666
- competitors, for an imaginary game, 407
- compilational emergence, of a team of experts, 506
- compiled knowledge, 106
- compiled procedures, with minimal reliance
on conscious memory, 116
- complete dataset, required to do analyses, 280
- completeness, proof of not possible
for cognitive engineers, 168
- completion strategy, 806
- complex calculation, 623
- complex cognitive behaviors, developing
to a level of automaticity, 723
- complex computation, 628
- complex environment, finding a way in, 244
- complex hand postures, 552
- complex indeterminate causation (CIC). *See also* causation
connection with, 400
internalizing, 394
inverting from a liability to an asset, 401
purposeful practice in domains
characterized by, 400–403
- complex information, presenting, 800
- complex interaction, between cognitive processes during
anticipation, 663
- complex patterns in memory, as the essential factor
for development of expertise, 541
- complex perception, cases of, 152
- complex pieces of music, playing of, 555
- complex plans, experts generating during activities, 696
- complex rhythmic sequencing tasks, 841

- complex rhythms, PMA responsible for processing, 556
- complex situations and structures, aligning mental models and physical displays, 153
- complex systems, 443, 444
- complex tasks, brain plasticity observed for, 553
- complexity
- carrying a price, 357
 - of the chess problem, 602
 - cognitive limit to the amount of, 380
 - in design thinking, 376
- component processes, decomposition of a complex skill into, 843
- components, 643
- components or dimensions approach, 640
- composers. *See also* classical music composers
- faster start for, 319
 - “10-year rule,” 540
 - think aloud verbalizations by, 206
- composing processes, demands on working memory, 417
- composition, 414, 418, 516
- compositional emergence, of a team of experts, 506
- compositionality, 623
- compound remote associates (CRA) problems, 819, 831
- comprehension
- benefits of imprecise, automatic aspects of, 483
 - factors other than coverage contributing to full, 636
 - lexical coverage needed for successful, 635
- comprehensive adult numeracy framework, 488
- computation, 61, 623
- computational devices, 59, 61
- computational frame-based knowledge representation, 61
- computational knowledge representation language, 61
- computational models
- accounting for task performance, 197
 - focused on capturing methods and forms of exceptional performance, 62
 - of problem-solving, 605
 - psychology embraced as a method, 60
 - regenerating human performance
 - on well-defined tasks, 194
- computational procedures, 96
- computational question-answering system, 61
- computer(s)
- brought renewed interest in human cognition, 194
 - modeling the expertise of recognized experts, 99
 - not socialized into the relevant community, 26
 - processing “symbols and symbol structures,” 59
 - providing more efficient training tools, 607
 - searching selectively among alternative
 - chess moves, 598
 - standing as formal models of human cognition, 61
- computer chess programs, achieving high-level play, 598
- computer game, of entrepreneurship for marketing exercise, 405
- computer mediated communication (CMC), 517
- computer models
- designed to represent artificial methods, 60
 - developed by Herbert Simon and Allen Newell, 59
 - encoding extracted knowledge in, 76
 - in support of various cognitive construct, 64
- computer networking training simulation, 800
- computer programs
- experimenting with variations, 86
 - forcing precision, 100
 - modeling the human problem-solving processes, 60
 - performing intellectually challenging tasks, 696
 - simulating aspects of thought processes, 696
- computer science
- close collaboration with cognitive psychology, 61
 - expert systems and, 84–86
- computer software, replicating cheaply, 96
- computer tools, 465
- computer-based environments, 419
- computer-based tutors, 807
- computerization, 171, 172
- Computers and Thought* (Feigenbaum and Feldman), 60
- computing devices, design of portable and wearable, 467
- conative traits, 222, 224–225
- concentration, 445, 761
- concept and referents, of a word, 640
- concept formation, 61, 63
- Concept Map(s), 176–178
- building, 176
 - capturing expert knowledge, 176
 - constructed by medical resident groups, 802
 - created in social network analysis, 177
 - of the field of Social Network Analysis, 176
 - as a graphical representation of abstract knowledge, 178
 - multiple needed to represent an entire domain, 178
 - organizing expert knowledge, 178
 - showing gaps in student knowledge, 176
- Concept Mapping, 168
- generating models of abstract knowledge supporting cognition, 176
 - including protocols for elicitation, 170
 - as a measurement of SMM, 512
 - representing and communicating complex problems and solutions, 467
 - representing practitioner knowledge of concepts and their relations, 182
- concepts. *See also* abstract concepts; self-concept; semantic concepts; solution concepts
- realization of a link between, 814
 - underlying cognition, 170

- conceptual design, fixation hindering, 382
- conceptual framework (“ontology”), 92
- conceptual knowledge, role in chess expertise, 604
- conceptual models
- associated with each of the Cognitive Systems
 - Engineering paradigms, 166
 - explaining team processes, 508
- conceptualizations, of learning processes, 115–116
- conclusions
- certain, 479
 - experts explaining after the fact, 94
- concrete words, 417
- concrete working knowledge, 133
- concurrent approaches, 257–260
- concurrent chanting, minimal effects of, 199
- concurrent validity, 263
- concurrent-validation assessment, 216
- concurrent-validity procedures, 216
- condition-action statements, 773
- conditional rules, 87, 88
- Condition-and-Action method, 782
- Condition-Focused method, 782
- conditions, enabling, 71
- “conditions for optimal learning and improvement of performance,” evidence of, 755
- conductors. *See* orchestra conductors
- conference, first using the word “expertise” in its title, 65
- confidence
- of expert teams, 509
 - in one’s abilities, 225
 - under/over, 487
- confidence calibration, 486, 490
- confidence factor, associated with a rule, 91
- configural operationalization, 515, 516, 521
- conflict
- between democratic control and rational administration through experts, 139
 - in virtual teams, 518
- conflict management, 518
- confusion, as a critical part of deeper learning, 435
- congenital disability, for arithmetic, 629
- congruence, maximizing, 228
- congruent learning style and work setting, among Malaysian public sector employees, 776
- connections
- among unrelated ideas in the unconscious, 814
 - of concepts and understanding to the practice of routines, 445
- connective thinking, improving team innovation through cooperative learning, 515
- conscious memory, deploying in monitoring and evaluating actions, 116
- conscious perception, of the environment not, 581
- consciousness
- altering to facilitate entry in a flow state, 421
 - attribution of to any entity besides adult human language users, 49
 - as being-towards-the-thing through the intermediary of the body, 34
- consequence events, 723
- consequences, 72
- consequents, 87, 88
- consistency
- accounting of, 214
 - of decisions, 486
 - as a signal, 519
- conspicuous, 51
- constraint analysis, impact on expert performance, 302
- constraints
- on acquiring high levels of performance, 77
 - applying in the situation at hand, 302
 - being attuned to, enabling consistent goal accomplishment, 773
 - existing for maintenance of skills, 846
 - experimental studies of, 302–303
 - identification of, 298
 - important for the maintenance of expert performance, 837
 - imposed by artists on their work, 302
 - “introduced” by the designer from domain knowledge, 378
 - less restrictive resulting in more viable or original products, 303
 - manipulating for solutions of higher quality, originality, and elegance, 303
 - promoting attunement to, 781
- constraints of use, of words, 640, 643
- constraints-based perspective, 343
- construct de-confliction, opportunities for, 520–522
- construct validity, as the central validity question, 215
- construction technique, for a knowledge-based system, 85
- content knowledge
- American schools heavily emphasizing the development of, 780
 - for teachers, 441
- content presentation, improving, 36
- content “problem space,” 414
- “content specificity”
- finding of, 332
 - in the medical domain, 344
- content validity, 215
- context
- effects of, 461, 662
 - making invalid assumptions about, 94

- role of, 662
 - situation specific and non-situation specific, 665
- context-dependent variability, 360
- contextual expertise, 343
- contextual information, 662
- contextual nature, of teaching, 438
- contingencies
 - in expert performance, 302
 - shaping expert performance, 291
- contingency planning
 - lack of, 733
 - in many domains, 724
- continuing interactions, producing a new combination
 - of ideas, 814
- continuous variable, virtuality as, 516
- contributions
 - depending on high-level expertise, 26
 - outside the individual, 105
- contributory expert, 25
- contributory expertise, 25
- contributory experts, as preferred participants, 26
- control orientation, in effectuation, 395
- control system, developed by the Wright brothers, 827
- Control Task Analysis, 178
- control variables
 - inferences and, 295
 - permitting statistical adjustment, 316
- controlled attention, increasing to step-by-step
 - skill execution, 803
- controlled processing, versus routine processing,
 - 73–74
- controls, 295
- controversy, periods of, 139
- conventional numeracy, 488, 490
- conventionalization, 644
- convergent validity, 215, 263
- conversation topics, word families for, 637
- cooks, 110
- cooperative primates, humans as, 40
- co-opting, impacting visual perception, 155
- coordination, 508, 512, 518
- Copernicus, Nicolaus, 134
- coping strategies, 457
- co-production of knowledge, 138
- “copy if better” strategy, 51
- core content standards, student learning of, 440
- core decision skill components, 486
- core interest themes, 224
- core-task job performance and creativity,
 - as unrelated to age, 838
- corpus callosum, 244, 561
- correlated cues, 364
- correlational data analyses, historiometrics
 - depending on, 313
- correlational method, lacking the power of causal
 - inference, 322
- correlations, 279
 - between age and overall typing speed, 844
 - with measures of limited variability attenuating, 220
 - pattern of declining, 221
- cortical reorganization, 542
- cortical representation of fingers, 842
- cortical somatosensory representation, of fingers
 - or lips, 567
- cortical thickness, in experts, 245
- corticospinal tract, connecting primary motor areas, 560
- cost estimates, for marketing the imaginary product, 407
- cost savings, major internal, 96
- cost–benefit analysis, needed with any talent
 - identification model, 667
- costly signals, especially important in humans, 44
- counter-elites, emergence of, 139
- counting, 617, 622
- courses of action (COAs)
 - not specifying alternate, 733
 - recognizing, 386
 - typical, 457
- court experts, as witnesses, testifying knowledge, 141
- covariates, time-varying, 281
- coverage figure, 636
- coworkers, support from, 522
- Cox, Catharine, 312
- CRA problems, 819, 831
- crafters, at two levels of (self-reported) skill, 847
- crafting knowledge, for a specific audience, 423
- cramping muscles, 568
- Crazy Quilt principle, 394
- creative achievement, for Edison, 296
- creative activities, deliberate practice and, 75
- creative advances
 - building on expertise, 812
 - case studies of, 823–828
 - developing from attempts to apply expertise
 - to the situation, 832
 - evolving out of attempts to apply knowledge
 - to the new situation, 813
 - never based directly on remote transfer, 821
 - transfer of knowledge underlying large-scale, 831
- creative composition, activations lateralized, 418
- creative design, 378
- creative expertise, domains entailing, 322
- creative experts, treating problems as “harder”
 - problems, 386
- “creative explosion,” 30,000 years ago, 576

- creative ideas, arising from restructuring a problematic situation, 817
- creative imagination, as unstructured, 813
- creative individuals, 815
- creative leap, bridging partial models, 379
- creative output, empirical relation between quantity and quality of, 311
- creative people, 815
- creative problem-solving, 301
- creative processes, close links with co-evolution, 378
- creative production, 820
- creative recombination, as insight, 813
- creative re-interpretation, reaching, 381
- creative response, to a situation, 816
- creative story, writing using unrelated words, 416
- creative thinking
- defined, 813
 - deliberate practice and, 831
 - depending on the rejection of expertise, 817
 - expertise and structured imagination in, 812–832
 - expertise in, 820–828
 - people solving problems requiring, 813
 - remote associates in, 813–820
 - stimuli demanding, 814
 - types of transfer of expertise in, 820–821
 - utilizing remote associations, 814
- creative writers, 418, 421
- creative writing, brain activation, 416
- creativity
- artistic expertise and skill facilitating, 592
 - bringing together unrelated ideas, 819
 - combining associative elements, 814
 - diminished by extrinsic rewards for writers, 421
 - four-stage model, 814
 - Lehman's tables and graphs concerning some form of, 320
 - modern emphasis on expertise in, 820
 - political environments nurturing, 318
 - promoting team creativity, 516
 - requiring thinking outside of the box, 832
 - restructuring as the basis for, 817–819
 - source of, 17
 - transfer of expertise and structured imagination in, 828
- “credentialism,” 132
- credibility, in TMS, 512
- credit card transactions, fraud detection software for, 97
- cricket
- batsmen in, 685, 687
 - bowlers in, 679, 749
- criteria, for case studies, 295
- criterion
- performance, 216
 - as relatively narrow, 223
 - validity, 215
- critical causes, difficult to isolate in cases, 292
- critical cues, 680, 725
- Critical Decision Method (CDM), 168, 175–176, 181, 187, 458
- “critical incident” descriptions, 457
- critical period, in the acquisition of chess skill, 609
- critical reflection, capacity for, 37
- critical thinking, 782
- crop dusters, societal expectations for, 109
- cross-cultural comparison, benefits of, 435
- cross-lagged²-design, 262
- cross-sectional designs, of historiometric studies, 315
- cross-sectional study
- comparing different population groups, 277
 - preceding a longitudinal study, 271
 - typical, 277
- cross-sectional time series analysis, 316
- cross-training, leading to shared team interaction, 513
- cross-validation, performing, 265
- crystallized intelligence (Gc), 227
- changing how problem-solving is carried out, 607
 - defined, 775
 - described, 836
 - human capacity for accumulating, 273
 - testing for, 488
- “crystallized” or “pragmatic” aspects,
- of intelligence, 838
- CTA. *See* cognitive task analysis (CTA)
- cue-hazard relation, research focusing on, 363
- cues
- activating appropriate goals and models, 717
 - critical required to lead to a match or a near match, 722
 - identifying perceptual, 681
 - as often dynamic, 455
 - salience of, 716
 - understanding which are important, 386
- cultural activities
- expertise and, 436
 - hard to change, 435
 - learned implicitly, 435
 - teaching as one, 434–435
- cultural assumption, that teaching is not something
- generally subject to improvement, 445
- cultural differences, among members of a team, 517
- cultural diversity, of virtuality, 517
- cultural environment, promoting the development or neglect of skills, 544
- cultural factors, central to both the development and practice of expert teachers, 434

- cultural knowledge, influencing military personnel during crowd management in the Middle East, 465
- cultural lenses, breaking free of, 435
- “cultural modernity,” 45
- cultural nature of teaching, raising problems for educational change, 435
- cultural routines
- changing, 443, 444
 - of teaching, 435
- cultural sense-making, 465
- cultural-historic activity theory, 106
- culture(s)
- adapting to an ever-changing environment, 435
 - of humans as complicated and sophisticated, 40
 - “current condition,” 444
- current knowledge state, assessing for students, 440
- current routines, building awareness of, 444
- curricula, as means of organizing learning, 118
- curriculum
- knowledge, 441
 - original meaning of, 117
 - strategies, 338
- curvilinear function, describing the output of creative products, 320
- CVA (Classroom Video Analysis) measures, as better predictors of student learning, 441
- CYC, encoding common sense knowledge, 94
- cycles, involving analysis, planned activity, and assessment, 448
- cycling, between goal-driven and data-driven processing, 717
- da Vinci, Leonardo. *See* Leonardo da Vinci
- daily experiences
- deliberate practice (or deliberate performance) during, 447
 - mediation of, 113
- daily training logs, 266
- D’Alembert, Jean Le Rond, 6
- dancing, series of studies on the AON, 246
- Darwin, Charles, on zeal and hard work, 629
- Dase, Zacharias, 626
- data
- collection and analysis, 261
 - combining new to build understanding, 718
 - integrating all relevant into a “story,” 466
 - needing theories, 795
 - recognizing patterns and anomalies in, 467
- data-directed problem-solving, as forward chaining, 99
- Data/Frame (D/F) Model of Sense-making, 461–462, 463
- daydreaming, conducive to writing, 422
- de Fermat, Pierre, 479
- de Groot, Adrian D., 62
- analysis of “think aloud” protocols, 701
 - chess masters picking a promising move, 820
 - experimental studies, 597
 - inviting chess masters and skilled club players to “think aloud,” 11
 - study of expert performance in the study of chess, 200
- debriefing
- improving team performance, 509
 - scheduling after performance episodes, 523
- decade of intensive preparation, required to achieve excellence, 425
- decade of practice. *See also* “10-year rule”
- progressing from knowledge telling to knowledge transforming, 423
- decentralized leadership, 509
- decentralized teams, 459
- deception, 247
- decision(s)
- analyses for high-stakes decision making, 480
 - approximating normative standards, 483
 - compared with judgments, 476
 - emerging from recognition, 453
 - explanations of, 195
 - exploring cognitive dimensions made by experienced workers, 175
 - making effective, 398
 - making in complex situations, 453
 - making incrementally and iteratively, 455
 - most as ill-structured, 480
 - requiring particular kinds of expertise, 26
 - as response to naturally occurring situations, 758
 - superior defined by optimization analyses, 479
- decision aids (visual aids), 366, 496
- decision competency assessment, 486–488
- Decision Ladder(s)
- identifying cognitive states and cognitive processes, 167
 - as the product of Work Task Analysis, 179
 - suite of, 178
- decision makers. *See also* decision making
- balancing risks and implications, 498
 - flow of information to, 174
 - least cognitively “able” among the most skilled, 482
 - in sport, 660
- decision outcomes, independent of intelligence, 488
- Decision Outcomes Inventory (DOI), 486
- decision paths, observed, 179
- decision performance and ability structure, 486

- decision points
- employing CTA to identify, 458
 - having a small set of options, 185
- decision problems, solving, 405
- decision processes, identifying, 179
- decision quality, predicting, 478
- decision research, in chess, 481
- decision rules, applying, 486, 487
- decision science, 478
- decision sciences and technologies, 498
- Decision Skills Training (DST), 459
- decision strategies, 166, 479
- decision support
- simple, powerful, 494–497
 - systems, 291
 - technologies, 480
- Decision-Centered Design (DCD), 170, 466
- decision making. *See also* decision makers; general
- decision making; judgment; skilled
 - decision making; superior decision making
- across cultures, 465
- advice-giving tasks and, 97–98
- central issues of, 187
- in chess and other domains, 748–749
- from deliberate evaluation and representative understanding, 496
- effective, depending on high levels of SA, 715
- effective, involving consideration of options, 493
- efficient processing of object features and, 585–586
- expert, 464–465, 477
- by experts and non-experts, 476
- forums for, 22
- heuristics, 394, 479
- improved quality of, 96
- individual differences in, 486
- as a knowledge-centric and comprehension-oriented activity, 493
- mapping generic sub-tasks involved in, 179
- naturalistic studies of, 166
- not limited to the intuitive, 460
- reckoning with risk and uncertainty, 493
- requiring reasoning and metacognitive skills, 478
- as the result of a team effort, 458
- systems available to support, 719
- uncertain, missing and conflicting information
- as common, 730
- unpacking the “front end” of, 456
- decision making performance
- on naturalistic risky decision making tasks, 492
 - of skilled basketball players, 686
- decision making skill, 476–499
- as acquired, 497
 - as assessed by ADMC, 488
 - measuring, 493
 - numeracy as the strongest single predictor of, 492
 - psychometric studies of, 486–493
- deck of cards, in an Ask sequence, 404
- declarative knowledge
- developing, 114
 - of experts, 455
 - individuals first requiring, 115
- declarative or procedural learning, as either
- positive or negative, 115
- de-contextualization, of tests, 849
- deductive logic, 479
- deductive reasoning, 377
- deep learning, 93
- in a changing world, 817–819
 - requiring some element of struggle, 439
 - taking time, 440
- deep level, of team composition, 515
- DeepBlue chess program, 86
- “deeper (more principled)” encoding, of domain-related information, 66
- deeper representations, characterizing
- expertise in a domain, 68
- deep-level composition variables, meta-analysis on, 515
- “de-expertise,” plasticity-induced loss of skills as, 563
- delayed onset (late bloomers), careers peaking
- later, 321
- deliberate, goal-directed activities, 43
- deliberate performance. *See also* performance
- concept of, 448
 - daily classroom experiences as a site for, 447
 - defined, 446
 - experts in diverse domains engaging in, 454
 - as the most feasible route to expertise, 446
 - notion of, 398
- deliberate play, 264
- deliberate practice. *See also* purposeful practice
- in abacus training, 626
 - accounts by older experts, 840
 - accumulated by older amateur pianists, 846
 - accumulating, 276
 - activities for different musical styles and sub-skills, 538
 - amount undertaken during many years, 551
 - aspects of not present in other types of training activities, 757
 - carrying out successfully, 755
 - characteristics of, 424
 - chess performance, strong predictor, 609
 - chess players, time spent in, 608
 - conditions for in teaching, 445–446
 - conducting alone or with a group or team, 655

- creating a forum for within undergraduate medical experience, 338
 critical in the development of adaptive expertise, 445
 critical in the development of expertise, 831
 definitions for, 654, 756, 762
 described, 480, 536, 551, 831
 as a designed experience, 445
 detecting weaknesses and developing existing or new skills, 844
 developing entrepreneurial expertise, 397–400
 in different domains of medicine, 331
 differing for particular individuals, 763
 effective for relatively more knowledgeable learners, 807
 effective way to change (improve) performance, 764
 effectiveness in attaining elite and expert levels of performance, 75
 engaging in, 76, 459
 expert performance requiring, 43
 for expertise maintenance and in later adulthood, 842–843
 feedback to drive, 341
 as goal-directed optimized practice, 538
 histories, 265
 on identifying cues presaging hazards, 368
 identifying features at the micro-level, 656
 increasing the complexity of a task, 343
 individualized practice as more effective, 760
 institutionalized, “schooled” activities and, 106
 involving conscious concentration on the skill, and informative feedback, 445
 issues with the original definition of, 655
 as just one type of practice, 764
 juxtaposed to mere experience, 365
 as the key factor in the acquisition phase, 842
 lesson study as a lab for, 446–447
 likelihood of dropping out, 609
 long-distance race of, 837
 mechanisms initiating and maintaining, 107
 mechanisms mediating experts’ superior performance, 14
 as the most effective practice, 761
 not inherently enjoyable and not offering any immediate reward, 654, 655
 not permissible during real-life clinical procedures, 341
 performed within work contexts, 397
 versus practice, 345
 practice activities as, 755
 premise of the theoretical framework of, 344
 as a prerequisite for attaining excellence, 551
 as quite challenging, 480
 rarely possible for medical students, 336
 refinement of the concept of, 551
 required to create complex artifacts, 46
 requiring supervision from a trained teacher, 389
 role in the development of expertise, 64
 secondary competencies and, 43
 supervised and designed by a teacher, 398
 sustaining struggle and connections over time, 439
 tending to produce remarkable differences, 480
 as working hard at hard problems, 464
 deliberate practice model, 839, 847
 deliberate practice (the micro-level), 656–658
 deliberate practice theory
 applicable in a variety of fields of expertise, 276
 in the domain of sport, 655
 practice activities circumventing current limitations, 609
 testing key predictions of, 657
 deliberate reflection procedure, 339
 deliberation
 interplay with intuitive judgments, 74
 in the light of values, 498
 DeLillo, Don, 426
 delusions, distinction with illusions, 591
 Deming, W. Edwards, 446
 democratic control, of the activities of experts, 139
 democratization, of expertise, 22
 demonstrated performance, of an expert, 127
 demonstration projects, 297
 DENDRAL research project, 87, 88
 dendrites, growth of new, 553
 dentists, learning structured patterns, 153
 dependent samples tests, 279
 depiction, in a given medium, 584
 depictive accuracy, operationalizing, 590
 depictive skill, 590
 depth
 of knowledge, 639–640
 of planning, 201
 of search, 602, 605
 depth-first approach, of novice behavior
 in problem-solving, 384
 depth-first explorations, of solution concepts, 384
 derivative knowledge, 648
 descriptions, versus prescriptions, 265–266
 descriptive project, 478
 descriptive studies, 295
 design
 ability, 372–373, 375
 activity in right dorsolateral prefrontal cortex, 376
 as a co-evolution of both solution and problem, 378
 decisions, 379
 developing expertise in, 384–385
 documents developed by an expert, 291
 effort, quality of, 372

- design (cont.)
 emergence of as a profession, 373
 individual, 316
 inherent within human cognition, 372
 intervention, 180
 key aspects of expertise in, 376–382
 protocol study, 377
 representative, 679
 role of, 401
 sensitivity to expert knowledge, 187
 setting and changing goals inherent elements of, 386
 solutions, 382
 strategies for within Cognitive Systems Engineering, 170–171
 strategy guiding the transition from analysis to design, 170
 students, changes in individual behavior, 385
 study of expertise in, 373
 task involving the layout of furniture within a conference room, 376
 toolkit, 170
 understanding expertise in, 373–376
The Design of Experiments (Fisher), 485
 designers. *See also* expert designers
 adopting a conjectural approach, 377
 changing goals and constraints, 378
 dealing with ill-defined problems, 386
 finding a partial structure, 378
 jumping to ideas for solutions, 378
 modes of activities of, 379
 moving rapidly to early solutions, 377
 novice, 373
 “opportunistic” behavior of, 383
 pursuing only a single design proposal, 382
 using knowledge to precedents abstracted into solution chunks or “schemata,” 381
 watching at work, 374
 designing
 conducting by purely internal mental processes, 380
 not a strictly hierarchical process, 381
 as not “normal” problem-solving, 375
 as a shared, social process, 374
 desirable system state, identifying, 180
 desired outcome, musicians imagining, 541
 “detachment,” in professional work, 133
 determinants, of initial task performance versus final task performance, 221
 development of expertise
 during adolescence, 276
 conclusions about how best to support, 121
 stages of, 385
 development portfolios, 807
 developmental disorder, in the acquisition of numerical concepts, 617
 developmental history profiles, of cricket batsmen, 687
 Developmental Model of Sports Participation, 688
 developmental or educational process, leading toward expertise, 65
 developmental theories, proposing differentiation of abilities across time, 607
 Devi, Shakuntala, 619
 deviations
 from the “best” bottom-up depiction, 588
 by expert teams classified as innovations, 510
 device or process, malfunctioning, 96
 devices and systems, diagnosing and troubleshooting of, 96
 Dewey, John, 437, 783
 D/F (Data/Frame) model, 461–462, 463
 diagnoses
 accuracy of increased as a logarithmic function of the number of mammograms, 204
 acquiring multiple exemplars of, 338
 expertise in, involving multiple kinds of knowledge, 338
 first generating and then generating an explanation and rationale, 205
 generating alternative, 339
 generating becoming more efficient, 205
 impact in training of instructions, 783
 process constructs of underlying, 779
 processes associated with superior accuracy in, 70
 diagnosis-related knowledge (“reflection”), impact on reducing error, 336
 diagnostic accuracy
 higher among groups trained using the contrastive approach, 783
 inversely related to time, 335
 lower in the serial-cue than the whole-case format, 338
 measuring individual differences retrospectively, 203
 diagnostic errors, 332, 333, 336
 diagnostic performance, in internal medicine, 344
 diagnostic tests, in medicine, 203
 diagnostic thinking, differences as a function of expertise, 205
 diagnosticians
 as error prone, 333
 expert, organizing diagnostic hypotheses, 69
 diagrams, usefulness of, 90
 “dialectics of sketching,” 380
 Diamondi, 700
 diaries/training logs, 259
 dichotomous variable, virtuality as, 516
 Dickin Medal, 50
 dictation scores, 636

- Diderot, Denis, 6
- diet coaches, 139
- difference variables, 298
- differential expertise, area of the measurement of, 312
- differential preservation account, 839, 841
- Differentiated Model of Giftedness and Talent, 272
- differentiation, 127, 239
- diffusion tensor imaging (DTI), 235, 559, 560
- digit span, measurement of individuals', 199
- digit span task, 698, 701
- digits, encoding and storing in LTM, 199
- Digit-Symbol Substitution tests, 848
- dimensions, of expertise, 27–28
- diminishing returns, from purposeful practice
later in life, 843
- direct guidance, in the workplace, 117
- direct hazards, detecting, 363
- direct observation
of clinical judgment as minimal, 779
employed in case studies, 293
- “directions,” in a heuristic at a general level, 821
- disability in mathematics, as a marker for low intelligence, 619
- “disciplinary identity,” of scientists, 137
- disciplines, in the sciences, 137
- discourse
appealing aspects of, 131
organization, 645
of professionalism, 128, 130–131
- discovery learning, opportunities for, 659
- discretionary time, 726
- discriminant analysis, 279
- “discriminant validity,” 215
- diseases
actors trained to simulate, 332
diagnosing causes and recommending therapies
for infectious, 85
exemplars of, 337
expert physicians representing, 66, 71
human biology producing, 338
knowledge of the clinical presentation of, 339
numeracy scores and, 477
pathophysiological knowledge of, 337
remembering particular by referencing patients, 120
- dispositions, 24, 112
- dissociation, between thinking skills
and perceptual-memory skills, 597
- distractions, creating a significant challenge for SA, 724
- distributed networks, 156
- distributive property, of multiplication over addition, 620
- distributive structure, fluent recognition of, 620
- diversity, among workers, 510
- division of labor, in societies, 137
- DJ, practice for, 544
- DLPFC (dorsolateral prefrontal cortex), 238, 240, 243
- DNA, 823
- doctors. *See* medical doctors
- Dodge, R. Wagner (“Wag”), 819
insight as a sudden flip of understanding, 819
knowing about backfires, 830
using fire to create a protective buffer zone, 830
- dog experts, remembering and recognizing
images of dogs, 158
- dogs (*Canis lupus familiaris*)
breeds perceived to be intelligent, 52
competing in athletic activities or sports, 51
excelling at a wide variety of tasks, 50
genetic components for wrestling and fighting, 52
improving markedly with practice and repeated
exposure, 51
with longer legs running faster than dogs with
shorter legs, 52
- domain(s)
attaining the highest level of performance in several, 67
distribution of in IAAI Papers, 98
with enormous individual differences for expert
performance, 44
examined by NDM, 453
of expertise, 706–707
increased experience associated with superior
memory performance, 699
of knowledge, 34, 108
in knowledge-based systems, 85
length of experience unrelated to improvements
in professional performance, 75
with public, fair competitions, 746
puzzle of, 143
resembling chess, 203
SA transfer between similar, 724
specified for a case study, 293
studying specific to understand distinctive heuristics
and cognitive processes, 394
of successful applications of expert systems, 96
talking about, 53
types of decisions, 142
of writing, 413
- domain effects, within the psychology of expertise, 142
- domain expertise
expanding the study of, 463–464
of professional writers, 419
- domain experts
in aviation, 736
rarely considered more than one option at a time, 453
using long-term memory as a kind
of working memory, 420

- domain knowledge
- capturing in terms of what to know, 85
 - compensating for ability shortcomings, 223
 - as an explanation for the superiority of expert performance, 541
- domain managers, 27
- domain of achievement, 313
- domain of practice, improved performance restricted to, 344
- domain specificity, 396, 578, 623, 719
- domain-general abilities, as a function of level of accomplishment, 836
- domain-general functions, in tasks measuring older experts, 841
- domain-general problem-solving, as limited, 11
- domain-knowledge tasks, approach to understanding, 229
- domain-related activities, effects on attained performance, 17
- domain-specific acquired patterns and associated actions, 67
- domain-specific actionable cognition, 772–774
- domain-specific capacity, in numerical abilities, 617
- domain-specific experts, 679
- domain-specific information, imposing a working memory load for novices, 797
- domain-specific knowledge, 89
- allowing experts to escape constraints on working memory, 419
 - in declarative statements, 89
 - enabling quick orientation in a new situation, 235
 - of experts, 455
 - of objects, 584
 - overriding developmental differences, 606
 - representing, 88
 - stored in LTM, 234, 248
- domain-specific knowledge and schemata, details of artists remaining under-characterized, 592
- domain-specific knowledge and skills, increasing relevance demonstrated for older professionals, 836
- domain-specific mechanisms, supporting expert performance at any age, 847
- domain-specific memory, 235
- domain-specific reproducibly superior performance, 746
- domain-specific rhetorical skills, years needed to acquire, 423
- domain-specific role models, availability of, 318
- domain-specific rules, 89
- domain-specific skills and knowledge, 318
- domain-specific stimulus patterns, 681
- dominant left hemisphere, 415
- dopamine (rewarding experience), 553
- dorsal stream area (SMG), activation of, 243
- dorsolateral prefrontal cortex (DLPFC), 238, 240, 243, 555
- dots, selecting the larger of two arrays correlating with arithmetical expertise, 619
- double helix of DNA, discovery of, 823, 824
- double take of expertise, 248
- double-digit numbers, algorithm for multiplying, 623
- Dragon's Den* (TV show), 399
- dramatists, lifetime output of eminent French and English, 311
- drawing
- conceptual issues, 590–592
 - as the end point of the design process, 380
 - experience, 589
 - expertise, 576–593
 - explanations for ability in, 580
 - future directions in expertise in, 588–592
 - methodological issues, 588–590
 - perceptual processing and, 583
 - prodigies, 592
 - savants, 579
 - shifting attention between different modes of processing, 586
 - tasks, 578
 - versus writing task for university professors, 421
- drawing accuracy
- assessing, 582, 590
 - multiple dependent measures of, 589
- drawing errors, misperception hypothesis of, 581
- drawing skill
- discriminating visually presented real versus nonsense words, 586
 - measuring, 582, 589
 - operationalized by objective errors in copying a photograph of a house, 586
 - variability in attributed to differences in visual perception, 576
- drawing studies, studies treating subjective accuracy ratings holistically, 590
- “The Dream Team,” 506
- “dream team” status, approaching, 523
- dreaming at night, conducive to writing, 422
- Dreyfus, Hubert, 26
- drivers. *See also* experienced drivers; expert drivers; less-experienced drivers; non-drivers; vehicle operators
- autonomous systems redirected attention to secondary tasks, 735
 - braking task, 362
 - experience in change detection, 359
 - experiencing an increasing sample of driving situations, 363
 - giving more attention to detecting potential traffic hazards, 722

- licensed racecar, 358
- more experienced, actively modified the situation, 360
- proficiency level, 357
- redirecting attention to other tasks, 734
- training programs, 365
- young benefiting from driver support systems, 367
- driving
- accident rates and traffic violations decreasing with experience, 356
 - attaining acceptable performance, 752
 - people with better SA performing better, 725
 - SA and expertise in, 734–735
 - skills like, 222
 - ubiquitous in modern society, 734
- drop-outs
- improving more slowly over time in chess, 609
 - from longitudinal study, 271
 - risk of bias in case of, 281
- drugs, altering consciousness for writers, 422
- “dual process” model, of reasoning, 333
- dual processing theory, describing thinking strategies and memories retrieved, 333
- dual-process theory building, in psychology, 336
- Dunker, Karl, 193
- dynamic decision making, model of SA in, 716
- dynamic environments, 356, 682
- “dynamic stereotypes,” 565
- dynamic team state, 508
- dynamic video images, 682, 683
- dynamics of knowledge, 138
- dyscalculia, 627
- dysfunctional genetic predisposition, 552
- dysphoria, characterizing writer’s block, 422
- dystonia. *See also* focal dystonia; musician’s dystonia
- family history of, 565
 - patterns of, 563
 - triggers of, 567
- early and late occlusion activation, differentiation between, 247
- early career commencement, 320
- early experiences, affecting later perception, 151
- early humans, possession of expertise in skills, 45
- early life experiences, controlling for animals, 52
- early mature, 276
- The Early Mental Traits of Three Hundred Geniuses* (Cox), 312
- early musical training, stabilizing the sensory-motor system, 569
- early occurring (advance) information, experts better able to pick up, 661
- early (pre-contact) occlusion conditions, experts’ performance levels above chance, 661
- early predictors of talent, attempting to identify, 666
- early sensitive periods, of musicians, 552
- early trained musicians, brain changes in, 561
- Ebbinghaus illusion, 583
- ECG. *See* electrocardiograms (ECG)
- ecological concepts of expertise, 784
- ecological demands, coping with, 42
- ecological dominance and social competition theory (EDSC), 40, 41
- ecological fallacy, 280
- ecological perspective
- assessing expertise from, 776–777
 - rethinking fundamental issues, 771
- ecological risk literacy, 489, 490
- ecological selection, controlling, 41
- ecological view, of expertise, 771–772
- ecologically based approaches, focusing on everyday competencies and real-life expertise, 849
- ecologies, coping with disparate, 41
- economics journals, rhetorical style employed, 419
- Edison, Thomas A., 296, 829, 830
- editing
- as complex, 414
 - dissociating the author from, 418
- education. *See also* training
- of calculators, 625–626
 - in design, 384
 - developing clinical reasoning, 336–337
 - genius and exceptional talent associated with, 317
 - lack of a consensus on the aims of, 431
 - measuring students’ performance on standardized tests, 747
 - preparing students for specific occupations, 114
 - research in a particular domain, 65
- educational and occupational training programs, design of, 291
- educational contexts
- knowledge of, 441
 - perceiving structure in, 443
- educational discourses, questioning, 108
- educational institutions, programs and instruction in, 113
- educational principles, using in chess training, 606
- educational psychology, instructional design and, 64–65
- educational restructuring problem, 297
- educational settings, developing occupational capacities, 109
- educational systems, enabling deliberate practice, 46
- “effect,” predicated upon events and decisions, 401
- effect sizes, 280
- effective leadership, 298
- effective learners, 121
- effective learning, insights into, 64
- effective moves, retained, 796

- effective practice
 as being less constrained, 396
 instruction and, 667–668
- effective teams, 507, 509
- effective workers, 166
- effectual Ask, 400
- effectual heuristics, 394
- effectuation
 heuristics termed, 394
 internalizing “complex indeterminate causation,” 394
 practice in, 398
 rejection of prediction in the decision making
 heuristics of expert entrepreneurs, 400
 summary of research, 394–396
- efficacy, virtual team performance and, 518
- efficiency
 imperative of, 122
 increased through pruning, 245
- effort
 investing in practice, 538–539
 not directly observable, 538
- effortful practice, 45, 396
- effortful processing, 116
- eighth grade mathematics teachers, following
 a common script in the United States, 434
- Einstellung (set) effect, 604
- Einstellung chess position, example, 604
- “either–or” perspective on expertise, 784
- electrocardiograms (ECG)
 approaches to interpretation, 339
 increased accuracy with higher levels of
 expertise, 204
 training on reading, 783
- electroencephalography (EEG), 236
- electromyographic recordings, in patients suffering from
 hand dystonia, 567
- electronic development portfolios, assisting learners in
 choosing new learning tasks, 807
- electronic health records, problems with, 171
- electronic systems, reducing ambiguity inherent in, 466
- electronic troubleshooters, 186
- electrophysiological methods, 558
- elephant, images of in a limited-line tracing task, 585
- elicitation methods, need for systematic, 168
- elicited knowledge, organizing, 187
- Eliot, T. S., 425
- elite(s), 22, 139
- elite athletes, 654, 655, 660
- elite cricket batsmen, 685
- elite endurance runners, 73
- elite female players, testing for interval endurance
 capacity, 285
- elite musicians, 751
- elite performance
 experience and training required for, 76
 functioning as a costly signal, 44
- elite performers
 avoiding the arrested development associated
 with automaticity, 334
 engaging in relevant training activities early, 13
- elite soccer players, 658
- elite tennis players, 72
- elite triathletes, 655
- elite view of expertise, leaving interactional
 experts unappreciated, 139
- elite wrestlers, 655
- elite youth soccer players, 277
- Elo rating, of chess players increasing as a function of hours
 of practice, 344
- Elo rating system, of chess tournament performance, 597
- embedded explanations/prompts, vs. text only, 799, 801
- embodied cognition, theme of, 591
- embodied knowledge, 115, 121
- embodiment
 expertise and, 28
 language and, 26
- embouchure dystonia, 567
- emergency medicine, explicating expertise, 65
- emergency planning director, technology and, 174
- emergency response teams, 173–174
- emergency situations, during flying, 760
- emergent leadership, 509
- emerging methods, for exploring cognitive work,
 182–185
- eminence
 attained by artists or scientists as a function of teachers
 and mentors, 315
 based on the amount of space devoted to in standard
 reference works, 314
 for classical music composers, 319
 recorded by space allotted in reference works, 314
- eminent achievers, tending to come from distinguished
 family pedigrees, 317
- eminent individuals, often the offspring of a small number
 of families, 10
- eminent men, with an unpromising history, 618
- eminent people, tending to have eminent parents, 618
- emotion(s)
 processed in structures of the limbic system, 554
 relation with reason, 332
 role of in reasoning, 347
- emotional and performance skills, brain areas
 supporting, 553
- emotional blocks, 420

- emotional challenges, managing, 420–422
- emotional connections, managing with students, 442
- emotional cues, 464
- emotional responses, identifying potentially intrusive, 464
- emotional state, regulating the writer's, 421
- emotional ups and downs of writing, 422
- emotion-related brain areas, 554
- empirical designs, 403
- empirical generalizations, 358
- empirical indicators, separately recorded and analyzed, 198
- empirical studies, using physiological sensing and wearable computing technology, 518
- employability, securing and sustaining, 107
- employment and entrepreneurship, choice between, 390
- “EMYCIN” (“Essential MYCIN”), as the first expert system “shell,” 89
- enabling conditions, for a disease, 337
- encapsulated knowledge, reorganizing, 337
- encapsulation theory, 106
- encoding. *See also* selective encoding
interactive form of, 684
strategies, 704
- enculturation or apprenticeship model of learning, 23
- Encyclopédie* (Diderot & D'Alembert), assembling all available knowledge in, 6
- endorphins (joy), 553
- endurance athletes, 248
- endurance sports, age of peak performance, 273
- enemy, detecting information about, 733
- enemy forces, practicing denial of information, 730
- engaged time, amount of for students, 433
- engagement
in the lived experience of work, 119
in play versus practice versus competition, 668
relations between amount of and attained improvements of performance, 759–761
training, 365
- engineered systems, diagnosis of, 96
- engineering branch, of AI, 86
- engineering design, as a social process, 374
- engineering fidelity, 341
- engineers
computer-based training program for novice, 458
experienced making a preliminary evaluation of tentative decisions, 384
fixated in the traditional sense, 383
limited sensitivity to cognitive issues, 170
studies of expert electronics, 384
- English language
54,000 word families, 634
largest vocabulary of any known language, 634
mastery of the complete lexicon of beyond native speakers, 634
maximizing the learner's exposure to, 647
often vague, 100
- English Vocabulary in Use* application, 648
- English-speaking country, spending time in, 647
- enjoyment
as the least important feature of “deliberate practice,” 656
sport-related differences with respect to, 655
- ensemble characteristics, 153
- entanglement, of expertise studies with history, 66
- entrepreneur(s). *See also* expert entrepreneurs
accumulating knowledge through experience, 391
cognitive frameworks used by experienced, 392
complex and uncertain situations as the domain of, 400
developing heuristics to deal with uncertainty, 394
developing the script-scenario instrument, 392
global impact of, 391
improving performance, 393
learning vicariously or transferring skills learned via practice in other domains, 398
novice starting with tentative Asks, 400
origin of the term, 390
path to becoming as not special but general, 397
as risk avoidant, 390
specific practicable cognitive activities of, 397
targeting angel investors or venture capitalists, 399
varying on numerous important dimensions, 404
- entrepreneurial domain, 396
- entrepreneurial expertise
deliberate practice in the development of, 389–405
heuristics minimizing or eliminating reliance on prediction, 394
reviews of, 206
studies of, 392–394
- entrepreneurial learning, performance impacts of, 393
- entrepreneurial personality profile, decoding, 390
- entrepreneurial process, 398, 399
- entrepreneurial scripts, 397
- entrepreneurial teams at MIT, 519
- entrepreneurship
as an academic domain, 391
as co-creative, 401
as a driver of jobs and economic development, 391
proficient performance in, 394
purposeful practice in, 392, 396–397
researchers in the “field” of pre-occupied with a perceived lack of legitimacy, 391
uncertain yet human domain of perceived control, 395
- Entrepreneurship, Inc. company, 406
- entrepreneurship research, 390–391

- entwinement
of (aspiring) experts with their world, 35
of expert knowledge and experts, 34
of persons with their world, 34, 38
- environment
cycle of engaging, 771
key features of affecting SA, 719
recognizing the numerosity parameter, 617
for writers, 421
- environmental contribution, to musician's dystonia, 566
- environmental cues, 775, 777
- environmental factors
implications on aircraft dynamics and behaviors, 728
resulting in communication breakdowns
during "handover," 347
- environmental fidelity, 341
- environmental information and past experience,
stimulating people's use of, 782
- environmental organizing and linking principle
justifying preceding principles, 797
reducing working memory load, 805
retrieval using, 802
- environmental services, 133
- environmental signals, switching genes on or off, 797
- environmental variability, 41
- environments, conducive to tacit-knowledge
acquisition, 783
- epigenetic system, 796, 797
- episodic LTM regions, 240
- episodic memory, 240
- "epistemic action," 775
- epistemic communities, professions as, 132
- epistemic cultures, 132
- epistemic injustice, limits of attribution and, 22–23
- epistemic "objects," 133
- "epistemification," 134
- epistemological emphasis, of research on expertise, 35
- epistemology, of professional work, 132–134
- equations, solving simple, 620
- equivalent current dipole strength, 557
- Eriksen flanker task, 156
- ERP patterns, during tactile perception tasks, 842
- error management procedures, 291
- error reduction, 334
- error-free analysis, 493
- errors
arising from biases, 334
as a consequence of heuristics or knowledge
deficits, 334
in the diagnostic process, 333
by experts in contrast to novices, 291
types of, 332
- escape fire
setting now taught to all smokejumpers, 819
Wag Dodge's, 819, 830
- esoteric skills, expertise and, 27
- esotericity, 27
- essays
of college students as freshmen compared to juniors, 417
of college students contrasted with professional
academic writers, 417
- essential knowledge elements, abstracted, 170
- essential skills, promoting resilient and adaptive
decision making, 483
- estimated engagement, 759
- estimation, 446
- ethics, 780
- ethnographic survey studies, of professional writers, 424
- "Etudes," for guitar and for piano, 544
- Euclid, 134
- European vernacular musicians, 544
- evaluation, 277
anxiety, characterizing writer's block, 422
of how experts structure their days, 258
resulting in team adaptation, 511
- events
assessing the importance and severity of, 724
nature of, 295
permitting application of advanced analytic
procedures, 304
reflecting an action, or set of actions, 292
specifying legitimate and illegitimate, 293
systematic identification of, 294
- everyday activities, goal for, 753
- everyday conversation purposes, requiring 2,000–3,000
word families, 637
- everyday expert performance, accounting for, 770
- everyday expertise, conceptualizations of, 771
- everyday goal-directed activities, engaging in, 115
- everyday learning activities, 108
- everyday perception, distinction with artists'
expertise, 577
- everyday problem-solving, numeracy research and, 477
- everyday skills, relatively easy to acquire, 75
- everyday work activities, 121–122
- everyday world, encoding facts about, 94
- evidence, assessing the strength of, 91
- evidence-based medicine, 347
- evolution
of the expert advantage, 680–681
of expertise, 40–46
- evolutionarily novel domains, 40
- evolutionarily novel ways, for developing expertise, 46
- evolutionary biology, 795

- evolutionary considerations, for expertise and other cognitive phenomenon, 53–54
- evolutionary educational psychology, Geary's, 795
- evolutionary theory, using, 795
- examples, modifying the search strategy, 383
- excellence, depending on deliberate practice, 142
- exceptional achievement
- developmental antecedents of, 317
 - examining across the entire life, 313
- exceptional creators, less likely during times
- of political anarchy, 318
- exceptional development, understanding
- the nuances of, 257
- exceptional individuals, as gifted, 67
- exceptional mathematical abilities, early reviews of, 616
- exceptional performance
- expertise as, 49–50
 - gathering information on, 192
 - relying on well-honed procedures, 114
- exceptions, to rules, 24
- executive control, detrimental when dealing with problems
- requiring creative thinking, 816
- executive functioning
- lack of in creativity, 816–817
 - positive role in solving problems with insight, 832
- executive functions, benefits of physical fitness for, 847
- exemplar model, of reasoning, 334
- exemplars, 333
- exercises, for professionals on the job, 446
- expanded working memory, 701, 708
- expectations
- managing in teams, 509
 - playing an important role in SA, 718
- expected values
- explicitly calculating, 482
 - selecting options with, 479
- experience(s)
- accumulated, having limited effects on attained level of performance, 752–754
 - accumulation of increasingly complex chunks and pattern–action associations, 76
 - alone, as insufficient for development of expertise and expert performance, 365
 - augmenting the workplace experiences, 119
 - broad dimensions to support and augmentation of, 117
 - complex relationship with expertise, 347
 - from concrete work playing into a profession's body of knowledge, 133
 - connecting otherwise different objects, 364
 - effects with age controlled, 357
 - enriching to be more pedagogically effective, 119
 - of an expert coloring articulation of knowledge, 94
 - extensive episodes of promoting adaptability, 111
 - improving situation awareness and hazard perception, 363
 - increased having a small effect on the accuracy of clinical judgment, 779
 - increasing fixations, 364
 - leading to the development of better strategies and better mental models, 362
 - as the main variable used to indicate expertise in teaching, 436
 - in making art, 578
 - meta-processing varying with, 365–366
 - new knowledge and skills gained via, 393
 - not guaranteeing the development of expertise, 436
 - not sufficient for the development of expertise and expert performance, 75
 - openness to, 391
 - perceptual, 151, 157–160
 - permitting honing and linking of concepts and procedures, 116
 - as a proxy for expertise, 436
 - relationship with hazard perception, 362
 - representative compacting or accelerating effortful, 76
 - role in human expertise development, 54
 - structuring to assist in occupational activities, 117
 - in transportation, 357
 - as a vital part of the transformation to expert, 385
 - in workplaces and across working life as key sources of occupational expertise, 108
 - in workplaces providing essential learning opportunities through action, 114
- experience levels, for problems with SA, 727
- experience sampling methodology (ESM), 403–404
- experience-based learning, methods facilitating, 783
- experience-based recurrence reduction, 346
- experience–performance relationship, as weak, 393
- experience-specific patient experience, direct measures of, 346
- experienced designers. *See* expert designers
- experienced drivers. *See also* drivers; expert drivers
- adjusting scanning patterns to the road type, 734
 - changing behavior to adapt, 359
 - classifying movies of driving, 364
 - committing fewer driving infractions, 366
 - controlling a powerboat simulator, 359
 - deprived of the ability to use their knowledge, 364
 - drove faster in clear conditions, 359
 - looking further ahead of the vehicle than lesser drivers, 686
 - maintained better lane control in a driving simulator, 367
 - operating in very familiar environments, 723

- experienced drivers (cont.)
- outperforming non-drivers when allocating attention as they would be required to do while driving, 359
 - processing cues and converting cognitive portions of driving to a level of automaticity, 723
 - reacted faster to hazards than novice drivers, 734
 - reduced speed because of fog, 359
 - responding on the cue-hazard contingencies on the road, 363
 - superior at (some types of) hazard perception, 363–364
- experienced individuals, encountering complex or rare situations, 74
- experienced pilots. *See also* pilots
- altering pitch in black hole conditions, 360
 - challenged to process information in working memory, 724
 - focusing on planning and preparation specific to the flight, 726
 - with high SA, 728, 729
 - knowing about a passing aircraft, 721
 - with moderate SA, 728, 730
 - more likely to change their behavior to adapt, 359
 - using the new ASAR technology, 367
- experiential evidence, supporting associations, 91
- experiential nature, of tacit knowing, 772
- “experiential-educative-acculturation influences,” 775
- experimental approaches, 260
- experimental methods
- applied to artificial projects, 373
 - defined, 135
- experimental school, visions and plans for leading evaluated, 298
- experimental studies
- of constraints, 302–303
 - with individuals differing in their ages and levels of expertise conducted in a variety of domains, 840
 - of innovation, 301–302
 - intended to induce changes in the rate at which expertise is acquired, 291
 - of leader styles, 300
 - of social innovation, 297–298
- experimentation, 446
- expert(s). *See also* human experts; older experts
- acquired skills through sustained practice, 23
 - acquiring a large “vocabulary” or memory store of board patterns involving groups of pieces, 69
 - acquiring knowledge by enrolling in courses, 6
 - acquiring LTWM memory skills to encode relevant associations, 71
 - acquiring specific mechanisms to adapt maximally to the constraints of their domains, 841
 - acting within relevant constraints, 303
 - activating suitable knowledge, 804
 - adopting a particular image, 4
 - advanced methods developed for eliciting and representing the knowledge of, 64
 - advancing more accurate hypotheses, 333
 - advantage over novices for random configurations, 69
 - analyzing the taste components of wine, 238
 - anticipating the evolution of the presented patterns, 683
 - anticipation of, 362, 661
 - arriving at a diagnostic decision without explicitly relying on biomedical knowledge, 802
 - articulating how they believed a careful, rational person should reason, 92
 - articulating the knowledge underneath their thinking, 92
 - as an ascription from a social perspective, 127
 - attaining their solutions in qualitatively different ways, 63
 - attending to higher level, strategic or aesthetic issues, 540
 - attracting attention from multiple observers, 304
 - attributes acquired by during lengthy training, 11
 - best qualified to evaluate their own performance, 4
 - better at taking the perspective of others, anticipating the consequences of actions, and at improvising and adapting, 167
 - better quality practice in their domain as well as across task domains, 260
 - biomedical knowledge having implicitly encapsulated into procedures, 802
 - caudate nucleus in synchrony with the infero-temporal and parietal areas, 245
 - during chess tasks showed a specific pattern of bilateral activation of homologous regions, 841
 - in court, 141
 - creating groups based on major physics principles, 69
 - creating situations well suited on their own perceptual processes, 154
 - criteria for, 67, 127
 - defining standards, 143
 - dependent on other people’s knowledge, 135
 - described, 770
 - developing a kind of “Long-term Working Memory,” 623
 - developing better allocations of attention and sensitivity to critical cues, 725
 - developing skills to maintain rapid access to information, 16
 - dictionary definitions, 3
 - differing from novices in practice skill, 539
 - direct access to the brains of, 233
 - distinguishing in mathematics, 616
 - doing things differently than novices at the level of cognitive processes, 837
 - driving more quickly through moderate waters, 360

- elaborated encoding of the current situation, 72
eliciting knowledge from, 15, 91
emotional reactions to cues, 464
employing more fixations of shorter duration or fewer
 fixations of longer duration, 660
encapsulated, domain-specific solution stored
 in long-term memory, 802
encoding encountered information in LTWM, 71
encoding representative information and storing it
 in long-term memory, 70
engaging in not only deliberate practice, but deliberate
 performance as well, 454
engaging the head of the nucleus caudate, 243
as “essential in domains where there are no right
 answers,” 143
excelling mainly in their domain, 66
as an exclusive group, 138–139
exhibiting exceptional performance in only one area, 100
exhibiting more flexible behaviors than novices, 359–360
exhibiting predominantly breadth-first approaches, 384
expecting signs to be on the right, 364
extracting information from any time window of advance
 information, 679
extracting knowledge of to build computer-based
 models, 12
facets of the memory and knowledge of, 105
failing gracefully, 73
failing to make a contribution commensurate with their
 abilities, 434
giving reports inconsistent with those
 of other experts, 192
greater investment in the time committed
 to deliberate play by 12 years of age, 688
having serious psychopathology, 224
high level of knowledge, 807
highest performance on the accuracy of diagnosis, 803
highly experienced failing to demonstrate superior
 memory, 699
in high-stakes, time-pressured decisions relying on
 experience and pattern-match, 457
historical predecessors of modern, 127
identifying, 746
identifying a set of, 436
identifying at an early age for sport, 666
identifying in a particular domain, 36
immediately examining solutions of high quality, 234
incorporating knowledge in computer models, 12
initial verbalized move later changed by a better
 alternative move, 74
integrated both the visual and the technical
 elements of weaving, 385
interviewing, 192
invested more time in structured invasion practice, 687
knowledgeable and skilled unable to simply transfer
 expertise to novices, 33
learning to perceive patterns that non-experts do not
 discern and to discriminate among stimuli, 454
leaving behind a record of their work, 291
leaving behind work plans, 304
less likely to rely on formal cognitive processes than
 novices, 166
likely to visit fewer cognitive states and to employ fewer
 cognitive processes, 180
maintaining large amounts of information in working
 memory, 72
managing time wisely, 456
mechanisms affecting SA, 720–724
mechanisms to circumvent processing limitations
 constraining normal performance, 836
monitoring how they are thinking, 456
more accurate in recognition of the patterns
 previously seen, 682
more attuned to proximal sources of information in the
 action of their opponents, 680
more likely to change behaviors, 360
more likely to recognize the boundaries of what they
 know and don’t know, 100
more varied than novices when the situation
 changes, 359
move selection under speeded conditions not as good,
 on the average, 74
needing to interact with people and the world within their
 areas of expertise and outside of it, 94
not always exhibiting reliably superior performance, 14
not vulnerable to base rate neglect, 335
not well motivated to process information
 they already know, 805
objective criteria for finding, 4
in a particular domain, 34
perceiving objects less well when inverted, 236
perceptual, 151
performance advantage for in test situations replicates
 the actual situation during competition, 206
performance of, seeming impossible, 233
performed worse on recall and explanations if judged
 by the simple count of propositions, 803
performing diagnoses, 70
pre-mission planning by, 724
prestige obtained by, 45
as proactive, 456
processing visual images holistically, 159
proposed models of the cognitive processes of, 696
reasoning about observable features of the ECG, 204
reasoning at levels more fundamental and defensible, 73

- expert(s) (cont.)
- reasoning process, 337
 - recalled more information with short presentation times, 803
 - recognizing familiar patterns, 69
 - referring to someone who has learned from experience, 696
 - referring to trained professionals with experience or credentials, 480
 - reflecting on thought processes and methods, 72
 - relying heavily on future projections, 716
 - relying on the encoding of meaningful relations between laboratory data and “more extensive use of causal explanations,” 205
 - “reproducible superior performance of, 616
 - reproducing complex stimuli from game situations after only a brief exposure, 696
 - reproducing more pieces in the presented chess position than a novice, 68
 - reproducing the reliably superior performance of in a controlled setting, 13
 - required knowledge already in long-term memory, 805
 - running mental simulations, 455
 - SA not severely constrained by working memory, 725
 - seeing things that not-expert workers do not, 167
 - selecting highly relevant features, processes, and esemes, 153
 - selectively sensitive to task critical information, 464
 - sensitive to changing conditions, 455
 - showing greater or lesser fluctuations in performance, 229
 - simulating motion, 247
 - social roles of, 138–141
 - as source of knowledge for expert systems, 85
 - spending a greater proportion of time in initial problem evaluation, 63
 - spending considerable effort at the task of situation assessment, 735
 - storing and accessing information in larger cognitive chunks, 381
 - strategies different from those of less skilled peers, 234
 - strategies for dealing with the biases, 336
 - struggled to differentiate between pairs displayed chronologically, 684
 - studying recognized, 436
 - superior hazard detection performance of, 734
 - superior performance of, 11, 192
 - superior reasoning ability, 205
 - superior speed of reacting by, 16
 - superior working memory, 696–709
 - superiority found to be specific to aspects related to the particular domain of expertise, 10
 - taking into account more ideas in planning a text, 420
 - tending to anticipate more than novices, 362
 - tending to have excellent long-term retention for domain-related material, 541
 - terminating regular engagement in deliberate practice, 753
 - testing large groups of with psychometric tests, 10
 - testing their own understanding and evaluating the value of partial solutions, 73
 - thinking about problems in more abstract ways, 66
 - thinking aloud while selecting moves, 200
 - time-efficient use of knowledge, 141
 - training techniques and performance limits of, 17
 - trying to make lasting contributions in music, 540
 - as unique, 291
 - usability of knowledge, 71
 - using clinical concepts with encapsulated biomedical knowledge, 803
 - using more efficient problem-solving strategies than novices, 90
 - using the information contained within structured patterns, 681
 - viewed for centuries as mysterious, 696
 - well attuned to affect in response to critical elements of the task context, 464
- expert achievement
- in part based on past projects, 302
 - requiring extended experience, 751
- expert advantage. *See also* expertise advantage
- consistent on anticipatory tasks, 679
 - explanations of the evolution of, 680–681
 - for information pick-up, 686
 - over novices for random configurations, 69
 - replicating the actual situation during competition, 206
- expert and elite performers, seeking out teachers, 76
- expert anticipatory skill, 680
- expert athletes. *See also* athletes
- accumulating significant hours in practice, 668
 - better at using vision to pick up relevant information, 660
 - fixating on areas of display that are more informative, 660
 - as more accurate than less expert counterparts, 662
 - perceptual-cognitive advantage using peripheral vision, 686
- expert authority, socially constructed nature of, 21
- expert calculators. *See also* calculators (human)
- exploiting long-term memory, 628
 - learning numerical facts and procedures, 625
 - manipulating numbers mentally, 240
- expert chess players. *See also* chess players; strong chess players; world-class chess players
- accessing the best move, 702

- discovering the more superior moves, 74
 evaluating chess positions, 702
 extracting chess relations in parallel, 599
 identifying the best move while thinking aloud, 697
 making fewer fixations per trial, 599
 making shorter duration fixations, 599
 not relying on transient short-term memory, 70
 recognizing and generating chess moves, 11
 relying on chess patterns stored in long-term memory structures, 599
 showing slower decline than less expert chess players, 847
- expert cognition, as the “goal state” for education, 64
 expert designers, 373. *See also* designers
 alternating rapidly in shifts of attention, 379
 appearing to be “ill-behaved” problem solvers, 386
 challenging problem “rules,” 376
 characteristic key strategies or approaches, 376–382
 having repertoires of “gambits,” 382
 not working from “intuition,” 386
 recognizing patterns in problem situations, 381
 tenacious in pursuit of solution concepts, 382
 using a mixture of breadth-first and depth-first approaches, 384
 working from first principles in innovative design, 383
- expert diagnosticians, organizing diagnostic hypotheses, 69
 expert drivers. *See also* drivers; experienced drivers
 retaining secondary task engagement across time, 366
 superior in both daytime and nighttime conditions, 362
- expert entrepreneurs. *See also* entrepreneur(s)
 achieving better calibration of asking, 402
 endogenizing causality, 401
 focusing on the downside to reduce the worst-case scenario, 396
 proactively “effecting” changes, 394
 working with means they already control, 395
 working with people who want to work with them, 396
- expert firefighters. *See* firefighters
 expert footballers. *See* footballers
 “expert in context,” as the minimum unit of analysis, 401
- expert knowledge
 about teaching, 34
 ameliorating difficulties of eliciting and translating, 92
 crucial for transportation, 358
 deployment of impacted by visual features, 153
 eliciting, 91–92
 having value to apps, 100
 of L2 vocabulary, 648
 not stored in pre-frontal regions, 838
 re-thinking, 34–35
 retrieved quickly using long-term working memory, 541
 stabilizing, 22
 translated into computer-readable representations, 87
- expert levels of performance
 attaining, 67
 defining, 272
 scientific study of, 756
- expert mechanisms. *See also* mechanisms
 as compensatory means for age-related decline, 843–844
 not easily learned or taught, 837
 sets of differing between younger and older experts, 839
- expert musicians. *See also* musicians
 accounting for differences among, 755
 competence and control beliefs, 542
 imaging the sounds of a piece, 756
 listening to their current performance, 756
 not showing superior memory for melodies, 699
 structural brain changes in, 239
 systems of representations, 756
- expert performance. *See also* expert performance approach; performance
 ability predictors for individual differences in, 223
 accounting for individual differences
 in the development of, 752–759
 affected by small variation in input variables, 43
 associated with automation and performance based on
 pattern recognition and direct access of actions, 12
 athletes improving performance characteristics, 276
 attaining as a sequence of states, 763–765
 body of evidence on, 207
 body of knowledge of documented, 77
 broadcast publicly, 44
 case studies, 302
 defined, 4, 480
 described by a distinctive age curve, 310
 deterioration in, 804
 developing, 35–37, 540
 differing based on type of technology, 366–367
 direct match to the progression toward, 756
 disrupted by inappropriate training procedures, 794
 drawing inferences about, 295–298
 enacted and embodied, 35
 features of, 44
 focusing on, 68
 generalizing across different domains of expertise, 10–14
 gradual increases in as a function of age, 750
 historiometric research and, 320–322
 implications for the study of structure
 and acquisition of, 709
 inseparable from individual and collective activities, 34
 interdependent with the performance of others, 221
 mechanisms underlying, 70
 multidimensional, dynamic, highly individualized and
 non-linear, 265
 observations of providing records, 291

- expert performance (cont.)
- ongoing development of models of in other domains, 592
 - predictors of, 223
 - relying more on specific rather than general cognitive mechanisms, 840
 - requiring deliberate practice, 43
 - requiring integration of knowledge and skills, 35
 - research determining how individuals achieve, 76
 - shared psychological constraints and adaptations, 76
 - as a signal, 44
 - as special and different, 708
 - in sports defined, 272
 - study becoming a science of learning, 77
 - study of, 17
 - superior anticipation and, 690
 - tracing across time, 315
 - underlying social innovations, 296
 - using cases to understand, 291–305
- expert performance approach, 66, 745, 748
- effort to identify measures of performance, 751
 - to expertise, 70, 699
 - identifying cognitive activities tightly connected to the defining of expert performance, 699
 - identifying mechanisms mediating expert performance, 68
 - identifying representative tasks and reproducing the experts' consistent superior performance, 72
 - identifying task activities capturing the essence of superior performance, 198
 - precursor to, 198
 - with protocol analysis and designed experiments, 200–203
 - searching for reproducibly superior objective performance, 198
 - searching for ways to study the effects of particular practice activities, 762
 - to superior working memory, 699–700
- expert performance framework, 745
- expert performers
- acquiring associated working memory skills and LTWM mechanisms, 707
 - attaining initial beginning levels of achievement, 18
 - counteracting automaticity, 753
 - improving performance for years and decades, 75
 - magnitude of superiority exhibited by, 480
 - as primary teachers at advanced levels (masters), 9
 - recalling more information from structured patterns, 682
 - regressing to non-expert performance levels, 682
 - showing much smaller differences between them than novices, 220
 - study of the development of, 77
- expert pianists. *See also* pianists
- age-effects reduced or fully absent in, 843
 - depending on constancy in the environment, 433
 - practice hours accumulated, 654
 - professional activities in older compared with young experts, 845
 - ranging in age from 50 to 70 years, 761
 - reproducing exact timing and key pressures, 749
 - younger spending more time on deliberate practice, 761
- expert pilots
- cognizant of emotions, 464
 - having more anticipation in the direction of travel, 362
 - relying more on long-term memory for SA than on working memory, 717, 725
- expert reasoning. *See also* reasoning
- “base model” of, 184
 - elements of, 176
- expert role(s), 127
- based on research from social psychology, 128
 - redefinition of, 138
 - rethinking, 138
 - social division of labor and, 139–141
- “The expert” social form, 140, 141
- expert social performance, 298–300
- expert status
- in social groups, 23
 - in social settings, 21
- expert superiority, involving “chunking,” 69
- expert systems, 12, 84. *See also* system(s)
- claims about expertise resulting from, 89
 - combining the judgments of multiple with specialized knowledge, 99
 - common goal, 62
 - duplicating the performance of experts, 76
 - emergence of, 89
 - filling in reasonable defaults, 91
 - foundational ideas, 84–86
 - main areas for research on, 89
 - as models of human expertise, 91
 - perspective from computer science, 84–86
 - relying on large amounts of knowledge, 92
 - relying on symbolic knowledge, 85
 - separation of key components, 84
 - showing the rules connecting inferential steps linking primary facts, 94
 - as a subclass of knowledge-based systems, 85
 - tangible benefits of, 96
 - variations in the implementation of, 98–99
- expert teachers. *See also* teachers
- consistent differences favoring designated, 437
 - defined, 440

- in a dysfunctional school system, 434
- identifying, 437
- lacking a clear conception of, 431
- expert teams, 458–459. *See also* team(s)
 - characteristics of, 509–510
 - compared to a team of experts, 506
 - contending with varying degrees of virtuality, 518
 - current methods used to investigate, 518–519
 - defining clear roles and responsibilities, 509
 - fostering collective trust and a sense
 - of team orientation and confidence, 509
 - fostering elements of, 522–523
 - having strong leadership, 509
 - managing and optimizing performance outcomes, 510
 - members needing to respond adaptively to changing conditions, 459
 - more than the sum of each individual team members' level of experience, 506
 - number of publications related to performance of, 507
 - as often “quiet” indicating “implicit” coordination, 519
 - optimizing resources by learning and adapting, 509
 - organization in alignment with the goal
 - of cultivating, 522
 - practicing a cycle of pre-briefing and debriefing, 509
 - requiring a high degree of shared cognition
 - in the form of both TMS and SMM, 513
 - tending to discuss the problem and responses
 - to it in great detail, 459
 - working on ongoing rather than static “interactive team cognition,” 514
- expert technical performance, 300–301
- expert ways
 - of being, 37
 - as a myth, 76
- “The expert”-interaction, constituents of, 140
- expertise. *See also* expertises; human expertise
 - achievement of, 64, 763
 - acquired nature of, 76
 - acquisition of. *See* expertise acquisition
 - aging and, 835–850
 - allowing retrieval from long-term memory, 420
 - applications constructed to explicitly study, 60
 - arising through specific adaptations, 665
 - assessing from an ecological perspective, 776–777
 - associated with other senses, 238
 - assumed to constitute a continuum rather than
 - a novice–expert dichotomy, 794, 807
 - assumption of separate independent components of, 36
 - basis of, decoupled from general abilities, 843
 - both context-sensitive and dependent on tacit knowledge, 24
 - brain accommodating, 235
 - bringing improvements in strategies, 358
 - as a capacity or property acquired by socialization, 21
 - capturing and unpacking, 457–459
 - capturing the essence of, 746
 - categorizing along two dimensions, 93
 - changing low-level perceptual experience, 157–160
 - changing the functional and structural properties
 - of the brain, 248
 - in the classroom, 440–443
 - cognitive mechanisms of, 233–235
 - Cognitive Systems Engineering and, 167
 - in commercial flying as a function of the aircraft, 358
 - compensating for cognitive decline, 357
 - in competitive activities, 17
 - in complex institutions, 434
 - conceived along a quantitative scale, 315
 - conceptions of, 4, 454–456, 836–837
 - conceptualizing, 771
 - as a consequence of gradual accretion of knowledge, 336
 - consisting of something other than knowledge
 - and skills, 34
 - continuous process of reaching, 277
 - in creative thinking, 820–828, 832
 - definitions of, 3, 40, 49, 272–274, 401
 - dependent upon embodied being in the world, 35
 - depending on well-organized, specialized knowledge, 89
 - developed and demonstrated in particular circumstances
 - of practice, 111
 - developing, 35, 443, 444, 755, 771
 - developing a broader and more complex understanding, 384
 - developing attending to attuned responsiveness, 37
 - developing in design, 384–385
 - developing situational, 118
 - development in the childhood work of Klee, Toulouse-Lautrec, or Picasso, 592
 - differences in the amount and structure of knowledge, 68
 - as a different representation and organization
 - of knowledge, 12–13
 - as difficult to achieve and quite rare, 44
 - as difficult to quantify and multi-dimensional, 95
 - dimensions of, 27–28, 141–143
 - discerning with indicators other than conscious intent, 49
 - disordinal interaction with large differences in, 793
 - displayed by non-humans, 15
 - domains of, 3
 - as domain-specific, 771
 - in drawing, 589
 - as dynamic, embodied, intersubjective and plural, 37
 - ecological view of, 771–772
 - effect on tasks involving surfaces drivers, 362
 - effecting critical processes involved in developing
 - SA in complex domains, 716

- expertise (cont.)
- effects of in a visual category, 158
 - effortless mastery of as a myth, 76
 - as elite achievement resulting from superior learning environments, 13
 - enacted and embodied, 35, 37
 - evolution of, 40–46
 - in evolutionary and ecological context, 53
 - examining the growth of as a function of time devoted to practice, 344
 - as exceptional performance, 49–50
 - exhibiting superior strategies for gathering information, 735
 - extending to dynamic environments, 356
 - as the extrapolation of everyday skill to extended experience, 11–12
 - factors of, 142
 - functioning as a costly signal, 44
 - gaining in complex domains requiring learning to see well, 578
 - generalizable aspects of, 10–14
 - generalizable characteristics of, 66
 - generating sufficient revenue for a number of domains of, 9
 - guiding the deployment of perception in complex tasks, 152
 - hallmark in SA, 722
 - held in and sustained by the activities of a social group, 23
 - highest levels characterized by contextually based intuitive actions, 12
 - identifying different levels of, 23
 - ignoring the power of, 174
 - including knowledge of how a system works, 466
 - individual representations of varying, 112
 - in interpersonal tasks, 230
 - intertwining of knowledge and basic reasoning in, 67–68
 - investigated using a seven country sample of entrepreneurs, 392
 - involving deeper and more functional representations of tasks, 69–70
 - involving extreme skill, 40
 - involving larger and more integrated cognitive units, 68–69
 - involving many more cognitive processes than just the simple act of perception, 237
 - involving treatment of humans as much more difficult to measure, 746
 - limited to a domain of knowledge, 66–67
 - limited to a proscribed frame of reference, 93–94
 - as a long-term developmental and adaptive process, 64
 - long-term investment into, 849
 - maintaining differing between athletes, 274
 - in medical diagnosis, 95
 - models of, 84
 - modern day emerging from a confluence of factors, 40
 - new methods for studying, 52–53
 - new perspectives on, 4
 - in non-human animals, 49–55
 - not always necessary for high performance problem-solving, 93
 - not leading to inflexibility, 74
 - not necessarily scarce, 25
 - objective definitions of, 49–51
 - occurring in evolutionarily novel secondary domains, 46
 - operationalising along three different dimensions, 27
 - as an outcome of prolonged learning, 51
 - overlapping variables of important to NDM investigations, 454
 - in a particular domain, 719
 - of particular social groups, 22
 - partly defined by experts' ability to explain their reasoning, 94–95
 - perception in, 151–160
 - as performance, 21–22
 - postulated as playing a similar role in cognition, 820
 - preservation and dissemination of, 96
 - as a professionalized competence in differentiated domains, 128
 - progressing through transient stages, 338
 - as property, 23
 - providing general benefits at advanced ages, 847–849
 - psychometric approaches to, 213
 - pursuit of, not much different from “normal” skill acquisition, 45
 - putting demands on the brain, 239
 - as real, 23–24
 - reasoning and self-monitoring in, 73
 - re-conceptualizing, 142
 - relational or performative understanding of, 21
 - as reliably superior (expert) performance on representative tasks, 13–14
 - relying upon embodied being in the world, 35
 - requiring dealing with the uncertainty of knowledge and assumptions, 91
 - requiring practice over large periods of time, 436
 - research on, 37
 - resting on implicit assumptions about the context of a program, 95
 - role in creative thinking, 812
 - role in innovations of many sorts, 813
 - role of perceptual routines in, 152–156
 - routine processing versus controlled, 73–74
 - SAs and tightly linked, 734

- as scarce and expensive, 96
- seeming to impact perceptual performance, 158
- serving as the foundation for creative achievement, 826
- from short-term to long-term working memory, 70–71
- as a social construction, 50–51
- social signaling and, 44–46
- socially defined nature of performance criteria for, 402
- as a status, 21
- structure of and its acquisition, 3
- studies of from psychological perspectives, 59–77
- study of associated with several specific measurement problems, 216
- sustained through both purposeful and deliberate practice in a domain, 389
- tacit knowledge and practical intelligence as, 772–774
- in teaching, 431, 436–439, 440
- training for, 459–460
- trait predictors of, 221–225
- transferring, 823, 839
- as truly domain-specific, 89
- trying to apply to novel situations, 832
- using perceptual processes for novel purposes, 155
- in venture formation inferred from participants' responses to the script-scenarios, 392
- expertise acquisition, 273–274, 780, 806–808, 837
 - in classical composers, 315
 - empirical findings, 317–320
 - examining from the perspective of situated and social cognition, 401
 - individual differences in, 318
 - involving gradual improvements in abilities, 839
 - requiring around a decade of committed training and practice, 317
 - through socialization, 21–28
- expertise advantage. *See also* expert advantage
 - most evident in memory-based skills, 838
 - projecting video-sequences of game situations, 706
 - in transportation, 359
- expertise analysis of creativity, 820
- expertise and expert performance
 - experience alone not sufficient for the development of, 75
 - general books on the topics of, 66
 - proposing a general theory of, 9
 - toward generalizable characteristics of, 66–75
 - tracing the development of knowledge of, 5–10
- expertise effects
 - face-selective voxels in, 74
 - obtaining, 359
- expertise management, NDM-based, 458
- expertise perspective
 - in the case studies presented here and elsewhere, 830
 - on creative thinking, 812
- expertise reversal
 - different categories of reported within
 - the context of cognitive load, 801
 - in training sensorimotor skills, 803–804
- expertise reversal effect, 17
 - caused by novice learners benefiting
 - more from free-choice practice than deliberate practice, 807
 - in cognitive load theory, 793, 805
 - cognitive load theory as a framework for, 794–797
 - defined, 793
 - empirical evidence for, 797–802
 - implication for the design of instruction
 - in different domains, 806
 - most evidence for collected in cross-sectional studies, 798
- expertise reversal studies
 - examples of, 800
 - most conducted in technical and academic domains, 802
 - not many including very high-level experts, 807
- expertise space, three-dimensional, 27
- expertise status, explicitly recognized within the group, 140
- expertise studies
 - general approaches to, 66
 - historical development of, 59–66
 - history of, 59
 - incorporating ideas and concepts from situated and social cognition into, 401
- expertise view
 - assuming that changes in the world are slow, 820
 - assuming that presentation of a problem results
 - in retrieval of knowledge from memory, 813
 - assuming that the creative imagination is structured, 813
 - depending on near- or already-established associative connections, 828
 - evidence for, 812
- expertise-driven general abilities account, 839, 848
- expertise-related abilities, tested for pianists, 843
- expertise-related changes, in the visual cortex, 157
- expertises. *See also* expertise
 - contributory and interactional, 28
 - located within small groups, 25
 - periodic table of, 24–25
 - in possession of every person in a society, 25
- expert-level perception, networks serving, 157
- expert-level performance, seeking to deliver, 85
- “expert–novice” approach, 66
- expert–novice difference research, 65
- expert–novice differences
 - in ability to perceive relevant information, 63
 - in advance information pick-up, 680
 - in gaze behaviors, 661

- experts/exemplary journeymen, having a greater number of shorter fixations, 361
- explaining one's behavior, as a method to make education more effective, 207
- explanation, 94, 446
- explanations and descriptions, by co-workers, 114
- explanatory variables, defined at any level, 280
- explicit and implicit knowledge, distinction between, 107
- explicit connections, making between problems and concepts, 439
- explicit consensus, for team members, 168
- explicit instructional guidance, providing to novices, 806
- explicit instructional support, 797
- explicit knowledge, 165, 168
- explicit monitoring, 804
- explicit processes
 - accessible to conscious awareness, 179
 - in team coordination, 508
- explicit task-relevant knowledge, 803
- exploratory activities, yielding knowledge, 775
- explosive detection dogs, rating, 51
- expressive power, of computational methods, 100
- extended activities (running and climbing), capturing superior performance in the laboratory, 749
- "extended cognition," 461
- extended engagement, in domain-related activities, 750
- extended narrative, composing, 415
- extended practice, 754
- extended professional experience, associated with decrements in performance, 753
- extensions, into more knowledge-intensive fields, 65
- extensive experience, in a domain, 745
- extensive reading, 638, 647
- extensor muscles, inhibition of, 567
- external contingencies (constraints), influencing expert performance, 302
- external feedback, for writers, 421
- external instruction, substituting for knowledge, 805
- external memory aids, removing access to, 703
- external memory device, sketching as, 380
- external representations, 379, 380
- external scene, coordinating with visualized values, 153
- external social judgments, based on ubiquitous knowledge, 25
- externalized plans, intended only for the writer's private use, 414
- extraneous explanations, ruling out, 295
- extraordinary performance, expertise as the base of, 142
- extraordinary skills, relating to changes in brain anatomy, 559
- extrapolation, 446
- extreme base rates, problem of, 220
- extroversion, among experts, 224
- eye and hand movements, in naturalistic drawing, 591
- eye fixations
 - during actual soccer games, 706
 - patterns of, 72
 - in situations when a hazard was signaled, 363
- eye movement (visual search) patterns, of experts, 679
- eye movements
 - fixating the first (non-optimal) move that came to mind, 604
 - information fixated during sequences of, 198
 - relationship to anticipatory and interceptive skill, 684–686
- eye tracking methods, comparing experienced and novice teachers, 443
- eye–hand span, as the best predictor of typing speed, 706
- eye-line, half-way down the head, 584
- eyes, embedded in a face, 159
- eye-tracking
 - results, 155
 - studies, 645
 - techniques, 598–599
 - using with NDM, 465
- faces
 - holistic processing of, 159
 - images of produced in a pixel drawing task, 588
 - importance of explicit domain-specific directly supported with regard to, 584
 - instant perception of, 235
 - perception involving different aspects, 237
 - positioning the eyes too far up the head, 584
 - presenting the pinnacle of perceptual skill, 235
 - separated into top and bottom halves, 159
 - upright and inverted, 158
- facial geometry, brain region involved in processing, 156
- factor analysis, 279
- factor-analytic intelligence studies, 485
- factual knowledge, 84, 165
- "Faculty of Royal Designers for Industry," 373
- faded worked examples, 806
- failures
 - to craft knowledge for readers, 424
 - feedback necessary for diagnosing, 399
 - initiating learning from mistakes, 114
 - resulting in new information becoming available, 832
- Fallingwater* (house), Frank Lloyd Wright's design of, 302, 825–826
- familiarity, 661
- families
 - early instruction and support by, 13

- of high-achieving children, 536
- influencing the acquisition of extraordinary expertise, 317
- supported musical activities, 536
- family background
 - as influential in the context of elites, 143
 - world-class expertise emerging from, 317
- “far” object, seeming larger than the “near” object, 582
- “far” task, 664
- far transfer, denoting remote transfer, 821
- “fast,” concept of, 74
- fast finger movements, 552
- fastball sports, 660
- faster start, for outstanding composers, 319
- faults, 71
- “faute de mieux”-mechanism, peer review as, 137
- feedback
 - about performance weaknesses and strengths, 480
 - flow state requiring, 421
 - on hazard perception as poor, 365
 - for hazards usually vague and uncertain, 363
 - immediate, 399
 - on mistakes and problems, 754
 - vs. no feedback, 800, 801
 - on performance, 398, 779
 - providing copious, 668
 - providing knowledge of results, 424
 - provision of rich meaningful, 464
 - representing forms of partial instructional support, 800
 - seeking, 459
- females, as more risk-averse than males in chess, 606
- Feng Wang, recalled 300 digits perfectly, 701
- FFA (fusiform face area), 236
- FGCs (fireground commanders), 456
- fiber tracts
 - aligned in a less parallel manner, 560
 - investigated in musicians, 560
 - volume and direction, 559
- fiction writers, 425, 426
- fidelity, 341,
- field hockey, 275, 655, 705
- “field notes,” 260
- field settings, exploring teams in a variety of, 518
- fifty-year olds, usually performing better than older athletes (sixty-year olds), 274
- filament, 818
- film or video stimuli, permitting the vision of the opponent’s action to be occluded, 678
- films (movies), evaluated for each director, 321
- financial decision making, 97
- financial prospects, deciding among several, 479
- financial resources, starting a new venture on minimal, 396
- financial services industry, 97
- findings, comparability and generalizability of, 264–265
- fine motor control, 566
 - movement production age-related declines and, 837
- fine motor differences, isolating as a function of artistic expertise, 591
- fine motor skills, developing in both hands, 550
- finger movement
 - mental training of sequences, 558
 - rapid, 566
- finger movement representation network,
 - in the calculation process, 628
- finger or hand maps, intensive musical training associated with, 558
- finger placement, triggering the development of dystonia, 564
- finger sequences, young pianists and non-musicians performing simple and complex, 841
- finger tips, ability to hang with necessary for climbers, 749
- fingerprint matching, 236
- Finkelstein, Salo, 617, 622
- fire
 - as also the solution, 819
 - control of, 41
 - creating a protective buffer zone, 830
- fire commanders
 - expert decision processes, 465
 - knowledge elicitation and knowledge representation undertaken with, 186
- firefighters
 - expert, 71
 - Klein studies of, 183
 - wildland, 456
- fireground commanders (FGCs), 456
- firms, studying innovation in, 292
- first draft phase, of writing, 415
- first-person action video game playing, 591
- first-time entrepreneurs, 392
- fitness activities, 655
- Five Fs, 120
- “five stage model,” of Dreyfus and Dreyfus, 23
- fixation
 - awareness of and attitudes towards
 - by expert designers, 383
 - effect in design, 382
 - locations and duration of skilled and less-skilled soccer players, 664
- “flash anzan,” 626
- “flash of insight,” 379
- flashcards, 640
- flat associative hierarchies, remote associations and, 814–815

- flautists, the left hand more
commonly problematic, 564
- Flexecution Model of (Re)planning, 461, 462–463
- flexibility
of knowledge-based systems, 90
retained at only the highest levels of expertise, 74
- flight hours, not significantly predictive of SA group, 729
- flight paths, of birds as spiral, 829
- flight scenarios, simulated with both inexperienced and experienced GA pilots, 728
- flight trajectory, processed in the parietal areas, 247
- flip of understanding, 819
- flow
entry into facilitated by having a strong
motivation to write, 421
producing, 420
- fluency
role in spoken and written form recognition
and production, 642
of vocabulary knowledge, 639
- fluent speech, producing under severe time pressure, 645
- fluid intelligence
facets of, 838
numeracy out-predicting, 493–494
predicting general decision making skill, 491
problem-solving dependent on, 607
psychometric tradition considering facets of, 838
“quantitative reasoning” tasks measuring, 485
representing intelligence-as-process, 227
testing for, 488, 493, 494
- fluid intelligence factor
Carroll’s current, 494
explaining overall general intelligence, 484
- fluid intelligence scores, historical increases in during
the 20th century, 493
- fluid mental abilities, 836
- flying machine, Wright brothers’ invention of, 827–828
- fMRI. *See* functional magnetic resonance imaging (fMRI)
- focal dystonia. *See also* dystonia
abnormalities in three main areas, 566
aetiology of as probably multifactorial, 566
affecting high-level musicians, 544
physical and psychological traumata, 566
symptoms marking the beginning of, 563
- focusing on the big picture, experienced military officers
rated higher on, 731
- folk biology, 42
- folk physics, 42
chess building from, 43
- folk psychology, 42
chess building from, 43
- followers, possessing expertise for mission execution, 299
- food manufacturing, 118
- football players, cannot be assigned to different teams, 221
- footballers, 656, 657
- forceps, requiring a high level of expertise, 444
- forearm rotation, degree of differing between pianists, 542
- forecasters, clear differences in proficiency among, 184
- forecasting
future situation events and dynamics, 716
impact on solving social innovation problems, 297
studies focused on, 298
- foreign exchange trading, 97
- Forestalling, in RAWFS, 457
- form, knowledge of, 641–642
- “form of life,” idea of, 23
- formal knowledge, 133, 780
- formal modeling, 610
- formal or informal settings, words appropriate for, 643
- formal rules, needing informal meta-rules, 24
- formal training, years since an individual initiated, 315
- formalization
described, 133
promoting professional standards and support
technologies, 133
requiring the cooperation of professions with other social
institutions, 134
- formative assessment, skill at, 440
- formative years, participation characteristics during, 261
- form-based associations, characterizing a sparser lexicon,
643
- form–meaning links, 640
- formulaic language, 644
aiding and speeding up language processing, 645
as crucial for fluent language use, 644
described, 644
facilitating the production of fluent speech, 645
as a hallmark of the highest stages
of language mastery, 647
importance of, 645
use of by second language learners, 646
- formulaic sequences
appropriate use of, 646
defined, 644
L2 learners improving, 646–647
problem of choosing which to teach, 647
processed faster in the brain, 645
relying on the frequent use of, 644
as standard ways of realizing functions
and expressing ideas, 645
as very frequent in language, 645
ways of learning and teaching, 646
- forward chaining, 99
- Foucault, on the nature of governmentality, 131

- foundational methods, summary of, 181–182
Foundations of Statistics (Savage), 479
 Four-Component Instructional Design (4C/ID) model, 806
 fractional anisotropy (FA), 559, 560, 561
 frame structure, 99
 framework. *See also* problem-solving model
 including knowledge of word parts, 642
 understanding and analyzing occupational expertise, 106
 framing
 effects in prognostic decisions, 335
 resistance to, 486, 487
 Franklin, Benjamin, 296
 fraud detection, 97, 98
 free recall tasks, 803
 frequency
 of measuring in a longitudinal study, 278
 with which hazards occur, 365
 of words, 637
 frequency distributions, words having different, 643
 fringe search, 301
 frontal-parietal circuitry, 838
 fronto-parietal network, 627
 Fry, Roger, 581
 full concentration, limits on daily durations of, 761
 Full Scale Numeracy, 490
 Fuller, Thomas, 624
 function words, 637
 functional assets, of experienced operators, 368
 functional brain changes
 in cognitive expertise, 239–244
 in perceptual expertise, 235–239
 functional brain imaging, 628
 functional heterogeneity, measured with
 a diversity index, 516
 functional leadership, 520
 functional magnetic resonance imaging (fMRI), 235
 comparing neural activities between musicians
 and non-musicians, 559
 highlighting localized brain regions mediating specific
 cognitive processes, 415
 indicating perceptual regions associated
 with grouping, 155
 investigating the neurological bases
 of design cognition, 376
 study of poetry composition, 418
 functional nature, of experts' task representations, 71
 functional networks, development of specialized, 156–157
 Functional or Ecological Interface Design, 170
 “functional task alignment,” 341
 functional use, 645
 functionality, within equipment, 174
 fundamental pitch, 543
 Fusiform Face Area (FFA)
 of the brain, 74, 156, 235, 236
 fusiform gyrus, 156, 561
 future, as an endogenous creation, 394
 future expert performers, acquiring initial
 and intermediate levels of performance, 77
 future experts, more efficiently training, 76
 future research, in entrepreneurship, 403–404
 future system states, projection of, 721
 future team research, opportunities for, 519–523
 future travel, 367–368
 Fuzzy-Trace Theory, 483

g. See general intelligence (*g*)
 gabor patches, matching the orientation of, 619
 Gaelic footballers. *See* footballers
 Galileo Galilei, 135
 Galton, Francis, 193
 criteria of “eminence” in *Hereditary Genius*, 616
 eminence depending on “natural ability,” 618
 on high achievement, 835
 influential historiometric study, 311
 original proposal, 839
 social and educational effects of growing up
 in a talented and well-connected family, 626
 tripartite theory of eminence, 629
 “gambits,” repertoires of, 382
 gambling game, division of stakes in, 479
 game intelligence, 275
 game positions
 in chess, 601
 skill effect in the recall of, 600
 game sports, influenced by the performance
 of the opponent team, 273
 games
 analyzing between the very best chess players
 in the world, 758
 studies on age and expertise in, 840
 types of, 203
 Gamm, Rüdiger
 activations consistent with developing LTWM
 for arithmetical calculations, 628
 case study of, 617
 forward span of 11 digits and 12 digits backwards, 623
 investigation of working memory, 622
 solving multi-step problems quickly and accurately, 624
 teachers never explained arithmetic in ways he could
 understand, 625
 training up to four hours a day, 625
 gap, between mental content and expert performance, 37
 “garden-path” problem-solving, 74
 “gatekeeper role,” of disciplines in science, 137

- “gatekeepers,” in companies, 141
- gathering information and following procedures,
experienced military officers rated higher on, 731
- Gauss, Carl Friederich, 616
- gaze, 120
behavior, 661, 679
directed to where the target is expected
to be in the future, 685
directed towards body segments, 684
in driving, 360
as flexible with expertise, 361
less constrained with expertise unless
there is a threat, 360–362
measurement, 680
more variable in the horizontal plane with experience, 361
patterns of experienced and less-experienced vehicle
operators, 360
table of data, 664
- gaze-contingent displays, 686
- gaze-tracking systems, 685
- Gc. *See* crystallized intelligence (Gc)
- GE Plastics, configuring a color formula, 97
- gender, in chess, 607, 608
- gendering, of science, 137
- gene combinations, attainable performance of individuals
and, 762
- general abilities. *See also* abilities
correlated with performance for beginners, 67
influence greater on performance of beginners, 708
predictive of individual differences in performance, 746
- general ability factors, 70
- general and broad content ability measures, 223
- general aviation (GA) pilots
analysis of SA problems in low-time, 727
less experienced comparing to more experienced, 726
as passive recipients of information (Level 1 SA), 726
task prioritization and task management skills as
important, 730
typically far less experienced, 726
- general cognitive abilities, 490
effects on expert decision makers, 497
as weak correlates of expert performance in older
age, 849
- General Decision Making Skill Assessment Battery, 490
- general decision making skill, 481–482. *See also* decision
making
acquired, 494
best-fitting model of overall, 493
conducting studies of, 489
predictors of, 476, 482
referring to differences in judgment and decision making
quality, 477
- General Fluid Memory and Learning, 494
- general inference methods, 85, 89
- general intellectual capacity, 629
- general intelligence (g)
decision making skill and, 483–485
at early stages of skill acquisition, 836
exact nature of yet unknown, 775
links with life outcomes, 483
as an umbrella term, 477
viewed as a relatively stable characteristic, 775
- general pedagogical knowledge, 441
- General Problem Solver (GPS) computer program, 11,
60, 63
- general skill training, efficient, 496–497
- generalization, across diverse domains of expertise, 9
- generals, probability of winning a battle, 315
- “generate and test” method, 61
- “generative” reasoning, used by more experienced
designers, 377
- generic-cognitive skills, primary knowledge including, 795
- genes
influence of individual, 762
located on the X-chromosome, 564
- genetic endowments
factors involving individual differences in, 762
known immutable limits imposed by, 344
relevance of, 317
- genetic influences, evidence for, 536
- genetic predisposition, 551
- genetic selection, influencing elements of physical and
sensory capacities, 52
- Genetic Studies of Genius* (Terman), 312
- genetic susceptibility, to malfunctioning of neuronal
networks, 564
- genetics
controlling for animals, 52
as a factor in dog physical skill and expertise
development, 52
impact on mathematical computation, 626–627
role in exceptional achievement, 312
- genetics researchers, supporting the idea of an innate
domain-specific system, 627
- genius and talent
associated with distinctive education and training, 317
insights into the origins of, 317
not randomly distributed across space and time, 318
- geniuses
designation of, 10
sample of unquestionable, 312
- genomes, with most information borrowed from
ancestors, 796
- geographic dispersion, of virtuality, 517

- geographical areas, operations in new, 728
- geologists, acquiring mental transformations, 153
- geometry component, of numeracy, 488
- Geometry Theorem Proving Program, 87
- geoscientists, recognizing word-forms fractured like rocks, 152
- German professional musicians, suffering from MD, 564
- Gestalt psychologists, concepts of restructuring and insight in problem-solving, 813
- “getting there” phase, 540
- Gf. *See* fluid intelligence
- glances, of apprentice drivers, 360
- global and local levels, shifting attention between, 586
- global context, characteristics of, 463
- global organization leaders, cognitive tasks, 463
- Global Positioning Systems (GPS), determining total movement within a practice, 258
- GM. *See* gray matter (GM)
- Go board game
 - structural study on the experts of, 244
 - variants of CHREST applied to, 600
- goal(s)
 - already perceived, 717
 - emerging through the effectual process, 396
 - formation of, 119
 - as ideal states, 717
 - recursive structure with subgoals, 63
 - teachers having clearly defined, 440
 - understanding types of, 386
- goal state, representing, 61
- goal-directed action, accounts of, 114
- goal-directed nature, of teaching, 433
- goal-directed reasoning, as backward chaining, 99
- goal-directed training, intensity of as extremely high, 553
- goal-driven processing, alternating with data-driven processing, 717
- goaltenders, superhuman reactions of expert, 257
- golf, role of SA in, 714
- golfers, 192, 205, 248, 714, 752
- Gombrich, E. H., 584
- good decisions
 - defined by logical processes, 479
 - plausible real-world correlates of, 486
- good guessing, knowledge underlying the art of, 85
- good judgments, 440
- good performance
 - involving not just the known “normal” situations, 723
 - on one case as poor predictor of performance on another case, 332
- Google-style statistical learning, 92
- governmentality, formation of, 131
- GPS. *See* General Problem Solver (GPS) computer program; Global Positioning Systems (GPS)
- graded readers, use of, 647
- graduated driver’s licenses, 357
- grammatical functions, of a word, 640
- grammatical patterns, word classes following, 643
- grammatical usage in a text, counseling a user on, 98
- grandmasters
 - able to reach international level years faster, 751
 - able to reproduce entire chessboards, 11
 - advantage in perception and memory, 579
 - carrying out shallower searches than Masters, 602
 - choosing better moves than the experts, 602
 - reaching the status of, 67
 - searching less than weaker masters, 605
 - simulating playing against, 703
- granularity, in research on purposeful and deliberate practice, 398
- graph literacy, 494, 496
- graphemic representations, 414
- graphical co-option, of the conceptual, 155
- graphical representations, of numerical expressions of probability, 494
- graphs
 - building useful mental models of, 496
 - children learning to read, 153
- gravitational wave physicists, 26
- gray matter (GM), 543, 553, 561, 562, 628
- The Great Mental Calculators: The Psychology, Methods, and Lives of the Calculating Prodigies* (Smith), 617
- “greebles,” 158
- Greek philosophers, science started with, 134
- Greek sophists, called a “profession,” 134
- Greek tradition, as central to the scholastic tradition, 134
- Gretzky, Wayne, 714
- Griffiths, Arthur, 624
- group activities, involving several trainees at a time, 757
- group comparisons, producing a bias, 554
- group-based practice, 757–758
- group-level military conflict and strategy, simulating, 43
- groups
 - expert performance of, 747–748
 - expertise as the property of, 23
 - studies correlating performance of and their performance on general ability tests, 746
- growth spurt, individual differences apparent, 276
- Guernica* (painting), 826
- guidance
 - forms of close or interpersonal, 120
 - partial forms of, 799
 - used intentionally to assist learning, 119
- guided discovery approach, 689

- guided learning, 120
- guiding principles, offering starting points for imposing order, 375
- “guiding themes,” of experienced architects, 377
- “guild of masters and students” (*univeristas magistribus et pupillorum*), 6
- guilds, 5, 6, 8
- guitarists, right hand more frequently involved, 564
- gustative stimuli, 238
- gustatory expertise, 237
- gymnastics, smaller stature beneficial for, 276
- Habitat for Humanity, 296
- habits, based on experience of the world, 35
- habitual actions, constituting forms of knowledge, 35
- habituated actions, basis for, 35
- hairdressers
 - principles and practices used by, 110
 - responding to exigencies of settings, 110
 - shaping work activities, 112
- hairdressing salons, sequencing activities in, 118
- “Hammerklavier” sonata, by Beethoven, 544
- hand, requiring neurons in the primary motor area, 556
- hand and eye movements, bidirectional influences of, 591
- hand areas, of the cerebellum, 558
- hand dystonia, 567
- handball coaches, 274
- handball players, 706
- handbook, general outline of, 14–17
- Handheld Standoff Mine Detection System, 174
- handicrafts, 7
- “handover,” communication breakdowns during, 347
- handwriting, 423
- haptic skills, required for shaping clay, 117
- “hard modularity” approach, to cognition, 42
- “hard-to-learn” knowledge, premises relevant for constructing, 120
- Hawthorne Effect, 260
- hazard awareness, 734,
- hazard detection, training for drivers, 364–365
- hazard perception. *See also* perception
 - experience as a poor way of acquiring the skill, 365
 - improving, 363, 365
 - predicting crash risk and on-road driving performance, 362–363
 - thought to be a non-automatic cognitive process with a substantial top-down component, 363
 - training for, 364
- hazards
 - missed more often by the apprentices, 363
 - as relatively infrequent, 363
- head movements, during actual soccer games, 706
- headhunters, no studies of, 402
- head-mounted eye movement registration systems, recording visual point of gaze, 660
- health condition, impact of, 847
- health professionals, relations among, 129
- healthcare
 - as an application area for Cognitive Systems Engineering, 187
 - delivery as a primary concern, 331
 - settings, 347
 - simulations used for research and training in, 465
- healthcare professionals, having specific and narrow expertise, 188
- healthcare system, changes in, 340
- Healthcare Technical Group, within the Human Factors and Ergonomics Society, 187
- hearing losses, from overexposure to noise, 544
- “heat map” representation, of eye fixation areas, 604
- hedges, 417
- Heidegger, Martin, 34
- height, 752
- helicopter flight, fixations on the instrument panel, 361
- helpfulness experiment, 404
- help-seeking behavior, affected by perceptions of other’s willingness to help, 402
- hereditary factors, role in dystonia, 565
- Hereditary Genius: An Inquiry into Its Laws and Consequences* (Galton), 10, 311
- heritability, inferred from twin studies, 762
- Heschl’s gyrus, 559
- heterogeneity
 - in extraversion trait among team members, 515
 - in methods, 265
- heuristic deliberation, 483
- heuristic knowledge, 85
- heuristic methods, 821
 - used by Watson and Crick, 823
- heuristic model, 565
- heuristic processing, referring to a failure of selective attention, 159
- heuristic-based evaluation, 482
- heuristics
 - bound together through “effectual” logic, 394
 - centered on control, 401
 - defining general-purpose, 87
 - example of the use of, 821
 - few verified experimentally, 333
 - involving expertise, 821
 - from LT were generalized into a model, 60
 - seeking to exert control over the environment, 394
 - viewed as “hard-wired” and universal, 334

- Heuristics and Biases approach, 454
 hexagonal model of interests, 226
 hidden profile, as a common experimental design, 140
 hierarchical leadership, compared with shared leadership, 515
 hierarchical linear model, 280, 321
 hierarchical linear modeling, 217, 316
High Ability Studies, special issue of on “Expertise and Giftedness Research,” 11
 high achievement, attributing to innate, stable dispositions, 835
 high achieving countries, teaching methods varying markedly, 439
 high-achieving athletes, developing skills, 654
 high-creative individuals, produced more low-frequency word-association responses, 832
 high-knowledge individuals, greater recognition and recall memory for new material, 68
 high-level cognitive processes, 662–663
 high-level expertise, hard to acquire, 25
 high-level knowledge and planning, in chess, 604
 high-level performance, experts consistently demonstrating, 36
 high offices and positions, attainment of, 314
 “high performing” group, in soccer, 658
 high prior knowledge learners, 799
 high prior knowledge students, 800
 high speed scanning task, 361
 high-performance judgments, aided by computerized tools, 142
 high-performance sport, funding involved in, 653
 high-performing anticipation group, 687
 high-performing group, in soccer, 658
 high-performing older adults, distinguishing from those showing pronounced decline, 844
 high versus low-creative individuals, 832
 higher prior knowledge students, 798, 800
 higher reasoning in humans, 61
 Hindu Vedic priests, cortical thickness in, 244
 hippocampal and parahippocampal areas, 238
 hippocampus, 244, 555
 historic figures, samples out of the norm, 322
 historical background, of research on expertise, 697
 historical development, of expertise studies, 59–66
 historical increases, in levels of performance, 544
 historical individuals, 310
 historical records, 322
 historiometric data, analyzing complex subject matter, 305
 historiometric emphasis, on the nomothetic, 311
 historiometric inquiries, into the role of genetics in exceptional achievement, 312
 historiometric inquiry, of Quetelet, 311
 historiometric methods, 310–322
 historiometric research
 as correlational rather than experimental, 316
 depending on significant samples, 317
 empirical results of, 317–322
 historiometric studies, diversity of research designs, 315
 historiometrics
 defined, 310
 history of, 311–313
 methodological issues, 313–317
 relying on biographical and historical data, 322
 “Historiometry as an Exact Science” (Wood), 312
 history-making achievements, complexity of, 315
 hockey experts, anticipation skill in, 247
 holistic processing, 159, 235
 holistic ratings, 590
 holistic-like process, typical of radiological expertise, 236
 hominid brain size, 41
homme moyen (“average person”), 311
Homo sapiens, engaged in visual art, 576
 homogeneity
 in research on purposeful and deliberate practice, 398
 of teaching practices within countries, 434
 homophones, 642
 “homuncular” order, 556
 honors, receipt of major, 314
 hospital-based critical care, SA errors, 715
 hospital-based critical errors, 716
 hotel room attendants, patterns of progression, 118
 Hou Yifan, Chinese Grandmaster, 608
 hours of practice, necessary for musical instruments, 537
 hours of work, passing with minimal awareness of the passage of time, 420
 the “how,” of The Ask, 398
 “how to” knowledge, automatized with practice, 773
 how-to manuals, training artists throughout history, 584
 human(s)
 capacity for accumulating crystallized intelligence, 273
 competing against each other, 41
 computer expertise and, 65
 controlling a plane in the air, 827
 developed “expertise” in functional domains, 40
 exhibiting expertise in differentiated domains, 45
 forming broad multilevel networks, 40
 functioning effectively, 444
 machine systems and, 60
 by nature social and embodied, 402
 as predominantly visual creatures, 576
 using a tool, 772
 human capital, 391
 human cognition. *See also* cognition
 differentiating us from other species, 41

- human cognition (cont.)
interplay of intuition and deliberation, 480
models of, 42
Human Cognitive Abilities – A Survey of Factor Analytic Studies (Carroll), 484
human cognitive architecture, 795–797
human development, experiential nature of, 772
human domain experts, knowledge-based methods of, 62
human expertise. *See* expertise
human experts. *See* expert(s)
human flight, Leonardo having a long-standing
interest in, 829
human genome, size of, 796
human long-term memory, providing a functional
equivalent of a genome, 796
human chess master, building, 606–610
human mind, classical view of, 233
Human Problem Solving (Newell and Simon), 11
human–human and human–automation teams, 467
human–machine systems, designing of, 65
Husserl, Edmund, 34
hybrid ecologies, 466
“hybrid” entrepreneurs, starting new ventures, 390
hybrid environments, 466
hybrid model of learning, for entrepreneurship, 393
“hybridized” professionalism, 132
hydroelectric power, Wright obtained, 825
hypotheses
about mediating cognitive processes, 193
generating rapidly and effortlessly, 332
for mechanisms mediating superior performance, 198
testing on large samples of historical individuals, 311
hypothetical constructs, asserting to capture contributions
to performance, 60
hypothetical probes, 176
hypothetical restructuring, of Carroll’s cognitive ability
model, 494
“hypothetico-deductive method,” 332
hypothetico-deductive model of reasoning, 336
iconic sources, progressing to generic types, 381
ideas
expressing, 645
new arising in two ways, 822
new most valuable as the result of remote
associations, 815
remotely associated, 812
retrieved from long-term memory, 423
identification criteria, for formulaic sequences, 644
identified mechanisms, mediating increases in
performance, 198
identities, known and not interchangeable, 313
IDEO industrial-design consulting firm, 824–825
ideological leaders, 299, 300
idioms, 644
if–then rules
chaining to form a line of reasoning, 98
as inferential knowledge, 90
specifying a precondition and an action, 85
illegitimate events, 293
illness scripts, 72, 120, 337
illnesses or diseases, remembering particular, 120
ill-structured domains, 393, 397
ill-structuredness of problems, in the early stages
of design, 384
illumination, 814
illusions, 582, 591
illusory shared cognition, 514
image manipulation software, 588
imaginary scenarios, running, 41
imagination
drawings of objects produced from, 584
of mathematical prodigies, 616
imagined objects, interfering with perception, 157
Imitation Game, 27
immediate indicators, of learning, 440
immediate memory, 697
Immersive Simulated Learning Environments, 465
immersive simulation platforms, 465
IMO model, 508
Imperial College Surgical Assessment Device
(ICSAD), 341
implementation, successful teaching always including, 445
implications, of the Ask, 400–403
implicit approaches, to learning, 688, 689
implicit knowledge, 165, 168
implicit learning, 455
implicit perceptual training, 689
implicit processes, 178, 179, 508
improvements
of cognitive performance, 195
identifying opportunities, 399
observed in skilled decision making, 496
plateauing, 393
Improving Diagnosis in Medicine (Balogh,
Miller, & Ball), 332
incidental acquisition, of formulaic language, 647
incidental learning, 639, 689
incidental memory for music just played, 541
inclination, of mathematical prodigies, 616
inclined lines, 155
inclusive communication, in expert teams, 459
increased age, bringing increased job-specific knowledge
and skills, 840

- increased time available for planning, increasing quality of the moves selected, 201
- incubation stage, of creativity, 814
- Indian musicians, showing interesting problem-solving strategies, 544
- indicators, associated with high standards of performance, 167
- indirect cue-hazard connections, 364
- indirect precursors, 363
- indirect scenarios, 364
- individual accomplishment, 27
- individual activities and sports, rated high for enjoyment, 655
- individual aptitude
- contributing to expertise, 347
 - showing a consistent positive relationship to outcome, 345
- individual attainment, gauging, 314
- individual differences
- accounting for in the development of expert performance, 752–759
 - in chess, 607
 - variables predicting outcomes in performance, 45
- individual excellence, professional expertise and, 142
- individual level data, aggregating to the team level, 515
- individual level leadership, compared to shared leadership, 515
- individual performance, measuring in domains with treatment outcomes, 746–747
- individual states, affecting performance on testing occasions, 214
- individual traits, parsing the sphere of, 224
- individualized coaching and teaching of students, importance of, 806
- individualized practice, 656
- teacher or coach designing, 761
 - without a coach, 758
- individualized training, 554, 755, 757. *See also* training
- individuals. *See also* persons
- acquiring memory skills, 701
 - developing the expertise of, 444
 - discriminating between high and low quality, 44
 - engaging practice activities with full concentration, 759
 - exhibiting reproducibly superior performance in mental calculation, 703
 - expertise as the property of, 23
 - having to meet to be professionally successful, 106
 - highly experienced, 753
 - improving performance of, 750
 - learning occupational practice, 121
 - looking for data to either confirm or deny their assessments, 718
 - with more knowledge and experience, 70
- observing, measuring, and analyzing performance in teams, 747
- remaking occupational practices, 112
- superior levels of performance in specific domains, 836
- talented, success of leading them to practice more, 763
- training individually in darts, bowling, and chess, 758
- variation between, 796
- indoor climbing gyms, 749
- inductive approach, to identifying experts, 437
- inductive factors, 485
- “inductive inference,” 485
- inductive logic, 479
- industrial design
- case study, 824
 - students, 385
- industrial designers, 383
- industrial production, 372
- industries, investing in knowledge preservation projects, 849
- ineffective moves, jettisoned, 796
- inefficiency, of novices, 720
- infants, capacities with numbers, 617
- inference engines (inference procedures), 84, 99
- inference methods, 85
- capturing expertise, 99
- inferences
- confirmed by studies using other methods, 295
 - strength of about expert performance increasing, 304
- inferential (outcome based) case studies, 295
- inferior (PHG) brain area, 243
- inferior parietal lobe, 246
- inferred reconstructions, 198
- influence, as a signal, 519
- influential chunking theory, 597
- “informal” learning, 108
- information
- bottlenecks identified, 174
 - connecting new with already existing, 239
 - distributing across team members, 723
 - from the external environment, 822
 - from failure, 822
 - generating action appropriate to the environment, 797
 - obtaining from others as biologically primary, 796
 - rapid categorization of, 718
 - transmitting in complex ways, 41
- information change, understanding of relative priorities and frequency of, 717
- information flow, between cortical and sub-cortical areas, 556
- information gathering task, 301
- information loss, in artworks, 576
- information pick-up, 619, 774

- information processing
- applicable to operational contexts, 453
 - characteristics of evolutionary theory, 795
 - invariant limits on, 76
 - models, 61, 598–606
 - program of primitive, 61
 - progressive modification of individuals, 116
 - view, 72
 - viewpoint, 61
- Information Processing Language (IPL), 59, 63
- information stores, 795, 796
- information technologies, 466
- information technology specialists, 170
- informational value, 517
- information-loss model, of age-related slowing, 838
- information-processing approach, in cognitive science, 64
- information-processing domains, with associated cognitive modules, 43
- inhibition
- abnormal demonstrated at the cortical level, 567
 - lack of, 566
 - weaker between global and local processes, 586
- initial design ideas, dominant influence of, 382
- “initial states,” transforming, 64
- initial success, acting as self-reinforcement, 537
- initial task performance, relationship with the amount of learning, 217
- innate ability, role of in human expertise development, 54
- innate basis, of numerical abilities, 617
- innate dispositions, 836
- innate domain-general talents, 839
- inner speech, 194, 195
- inner-directed control, form of, 132
- “innocent eye”
- arguing non-veridical percepts interfere with veridical perception, 581
 - mixed evidence for, 582
 - proposed by art historians John Ruskin and Roger Fry, 581
 - strong version not supported by empirical evidence, 583
- innovation, 143, 301–302
- Innovative Applications of AI, annual conference, 96
- innovative solution, fixated on the underlying principle of, 383
- input, facilitating a process, 508
- input–output models, 183
- input–process–output (IPO) model
- describing constant change within a team, 510
 - of team effectiveness, 508
- inquisitiveness, methods facilitating, 783
- insight
- versus analysis as modes of thinking, 817
 - arising from restructuring, 817
 - remote associations and, 819
 - reported when the solution was the first word that came to mind, 831
- instantiation, of a problem in a domain, 86
- Institute of Medicine (IoM) of the National Academy of Science, report published by, 331–332
- institutes, 130
- “institutional imperatives,” guiding the work of scientists, 137
- institutionalization
- puzzle of, 143
 - of science, 135–136
- institutionalized expertise, research on, 141
- institutions and authorization area, of sociological and anthropological work, 22
- instruction
- guiding processing of unfamiliar information, 805
 - nature of depending on the type of expertise being acquired, 318
 - purpose of, 804
 - supporting construction of knowledge, 805
 - by teachers during childhood and adolescence, 755
- instructional assistance, research on optimizing, 797
- instructional behaviors, determining the frequency of, 260
- instructional design implications, 794
- instructional guidance (worked examples), 797
- instructional methods, 806
- instructional objects, 445
- instructional or training methods, selection of, 806
- instructional routines, 442
- instructional strategies, 338–339
- instructional support, 17, 806
- instructional techniques, 793, 804
- instrumental groups, subdividing into single instruments, 564
- instrumentalists, requiring perceptual and motor skills different from non-musicians, 543
- instruments, relative rarity of certain musical, 564
- instrument-specific pitch perception preferences, 543
- insula area, 238, 240
- insurance companies, assessing risk, 97
- intangibles, for creating a new venture, 398
- integral teamwork elements, facilitating, 522
- integrated understanding, 481
- integrative conception, of expertise, 770
- integrative optimization techniques, 479
- intellectual abilities, 836
- intellectual capacities, fixed, 484
- “intellectual component,” of professional work, 133
- intellectual trends, extrapolations about perceived, 484
- “intellectual/cultural” trait complex, 226, 229

- intelligence, 619. *See also* artificial intelligence (AI); crystallized intelligence (Gc); fluid intelligence; general intelligence (g); practical intelligence; psychometric intelligence
- denoting stable, individual differences in domain-general abilities, 835
- determined by genetic factors, 484
- due more to the methods than to the knowledge, 87
- predicted superior decision making in young adult participants, 486
- as a strong determinant of decision making quality, 484
- Intelligence*, special issue on “Acquiring Expertise: Ability, Practice, and Other Influences,” 11
- intelligence analysis, 172
- intelligence information, techniques for gathering, 730
- intelligence test
- originator of, 617
 - performance stable from one occasion to the next, 221
 - scores on correlating with a criterion of academic performance, 216
- intelligent behavior, understanding the mechanisms of, 84
- intelligent people, tending to acquire higher levels of decision making skill, 488
- intensive practice, advancing the writing skills of college students, 425
- intensive writing, steady and reliable gains for students, 425
- intentional experiences, securing rich learning, 115
- intentionality, exercise of, 112
- interaction between processes, as dynamic, 663
- interactional expertise, 53
- acquiring, 21, 27
 - defining via domain-specific language competence, 139
 - depending on immersion in the relevant community, 25
 - intellectual roots of, 26
 - as a means to compete socially, 53
- interactions
- among planning, translating, and reviewing, 415
 - effect on the dependent variable, 280
 - exploring between perceptual-cognitive skills, 663–665
 - tracking between performers, 258
- “interactive team cognition,” 514
- interactive tools, conceptualizing and encoding expertise, 92
- interconnected words, network of, 640
- interdependence, of performance, 220–221
- interdisciplinary collaborations, having a complex division of labor, 26
- interdisciplinary contrasts, 317
- interests, hexagonal model of, 226
- interfering task, reducing recall only marginally, 600
- inter-individual differences
- central to psychological measurement and psychometrics, 213
 - found in cognitive approaches of investigating expertise, 112
 - in intra-individual change, 217
- inter-individual preconditions, 105
- inter-individual variability
- of hours of deliberate practice to become chess masters, 609
 - during learning or skill acquisition, 217
 - substantial changes in typically found only for tasks within the capabilities of nearly all learners, 217
- inter-judge agreement and reliability, 294
- intermediate effect
- in clinical case studies, 802
 - demonstrating that encapsulated knowledge is an important feature of a medical expert, 803
 - in studies of medical expertise as manifestation of the expertise reversal effect, 804
- intermediate footballers. *See* footballers
- intermediate levels of expertise, 805, 806
- intermediate social structures, research on, 141
- internal attention, spreading broadly, 816
- internal consistency, 263
- internal judgments, 25
- internal memory resources, tracking the current step, 155
- “internal model,” 557
- internal quality control, 137
- internal representation of numbers in LTM, 704
- internal representations, 757
- international competitions, winning, 67
- international contexts, preparing professionals for work in, 465
- International Journal of Sport Psychology*, special issue on the “Nature versus Nurture in Sport,” 11
- international level
- in chess, 750
 - training and engagement shown to be necessary to reach, 755
- international chess masters, 602, 605
- international medical graduates (IMG), performance on a written licensing examination (USMLE 2 – Clinical Knowledge), 345
- inter-observer reliability, 215
- interpersonal domain, predicting expertise in, 230
- interpersonal exchange, revealing prevailing condition–action linkages, 781
- interpersonal interactions, expertise in, 229
- interpersonal processes, pedagogic practices comprising, 117
- interpersonal skills, jobs highly dependent on, 230
- interpretation, of cases, 294–295

- interpreters, 704, 705
- inter-professional competition, based on a specific kind of knowledge, 133
- inter-professional cooperation, requiring “relational expertise” and “relational agency,” 141
- interruptions
- creating a significant challenge for SA, 724
 - effect of, 335
 - informing process, 335
 - minimal impact on accuracy, 347
 - with no effect on accuracy, 335
- inter-subjectivity, role of, 401
- intertwining, of knowledge and basic reasoning in expertise, 67–68
- interval capacity, longitudinal changes in, 281
- interval endurance capacity, 275, 281
- interval level rating scale, 597
- interval shuttle run test, 281, 285
- interval training, for long-distance running, 759
- interventions
- designing for developing older adults’ potentials, 849
 - to overcome limits, 544
- interview analysis, 279
- interview studies, of designers, 373
- interviewing
- not as successful as interactive discussions, 92
 - techniques comprising face-to-face discussions, 261
- “in-the-loop,” 719
- intra-individual comparisons, making during youth, 285
- intra-individual differences
- referring to differences within individuals, 213
 - relegating to measurement error, 228
- intra-individual fluctuations in performance, 229
- intra-individual preconditions, 105
- intrinsic motivation, in writing, 424
- introspection, 192, 194
- introversion, positively correlated with skill in male chess players, 607
- intuition, 92, 112
- intuitive judgments, interplay with deliberation, 74
- “intuitive” way of thinking, in design, 373
- invariant approach, used in sports questionnaires, 261
- invasion activities, transfer value of, 688
- invasion-game team sports, research completed in, 687
- inventors, not wishing to become entrepreneurs, 402
- inverse optics problem, 584
- inversion costs, 158
- inversion effect, 158, 236
- inverted fingerprints, experts struggling with, 236
- inverted stimuli, impaired the performance of skilled radiologists, 236
- investment theory, of Cattell, 836
- investments, small step, 396
- investor “pitch,” 399
- investors, obtaining resources from, 399
- Iowa Writer’s Workshop, 424
- iPhone, as a noteworthy social innovation, 296
- IPL (Information Processing Language), 59, 63
- IPS (intraparietal sulcus), predicting performances on fine tactile discrimination tasks, 238
- IQ
- differences between musically trained and untrained, 848
 - not distinguishing the best among chess players, 10
 - obtaining reliable estimates of score, 312
 - providing a reliable and valid indicator of academic success or failure, 222
 - tests providing predictive validity, 222
- Irving, John, 426
- “IS-A” or “PART-OF” hierarchy, 99
- isolated components, vs. interacting components, 800, 801
- isolated–interactive elements technique, 800
- Italian Renaissance, 135
- Italian sociology, notion of “elite” introduced within, 139
- items, recommending to Internet shoppers, 98
- iteration, of analysis, synthesis and evaluation processes, 378
- iterative process, with understanding driving the search for new data, 718
- iterative refinement, of a knowledge base using case presentations, 92
- jam sessions, improving performance, 538
- “jamming,” 536
- Japan, mathematics teaching following a different cultural pattern, 434
- Japanese pottery workshop, apprentices progressing in, 118
- jazz
- communal practice, 538
 - guitarists starting much later, 536
 - with improvised structures, 566
 - soloists requiring extensive practice in groups, 536
- job design, informing, 291
- job knowledge, 773, 774
- job types, classification of, 223
- JOHNNIAC computer, at the RAND Corporation, 60
- Joint Forces Air Component Commanders, training scenarios for, 458
- joint problem-solving, 120
- journal clubs, 425
- Journal des savants*, 136
- Journal of Cognitive Engineering and Decision Making*, special issues in, 454
- journalists, learning by doing, 425
- journals, 136

- journeymen, 5, 361
 judges
 of case studies, 294
 providing accuracy ratings for drawings, 590
 judgment. *See also* decision making
 accuracy of experts, 142
 combining with feature inspection, 783
 compared to decisions, 476
 exercising responsible, 37
 of expert teachers, 442–443
 tasks with irreducible uncertainty, 777
 Judgment and Decision Making (JDM), 453
 juggling, compared to calculating abilities, 618
Juicy Salif (lemon squeezer), 374
 junior and senior grades, of proficiency, 454
 “jurisdiction,” 133
- Kanfer-Ackerman Air Traffic Controller task, 219
 karate, 248
 Kasparov, playing simultaneous chess games, 603
 Kepler, Johannes, 136
 keyboard players, brain use and changes in, 560, 561
 kinaesthetic feedback, 555
 kinematic information, 680
 kinetic information, stored in the brain, 245
 kinetics, differentiating among experts and novices, 341
 “king defense configuration,” as a chunk, 69
 Klein, Wim, 624
 knot tightness and stability, measures of, 341
 Knowing Differences theme, 784
 Knowing Process theme, 784
 Knowing Self theme, 784
 knowing that (declarative knowledge), 455
 Knowing Why theme, 784
 knowledge. *See also* abstract knowledge; accumulated knowledge; acquired knowledge; canonical occupational knowledge; declarative knowledge; domain knowledge; domain-specific knowledge; elicited knowledge; expert knowledge; factual knowledge; formal knowledge; high prior knowledge learners; implicit knowledge; job knowledge; meta-level knowledge; musical knowledge; negative knowledge; occupational knowledge; procedural knowledge; shared knowledge structures; specialized knowledge; tacit knowledge; vocabulary knowledge; word knowledge
 about what is not known or should not be done, 107
 accessing and applying to improve students’ learning opportunities, 441
 active engagement and construction of, 121
 allowing experts to deal with more complex situations, 364
 benefits of overlapping and complementary, 459
 compilation and automatization of, 121
 components of, 89
 of the conditions under which disease emerges, 337
 as the “currency” of competition, 133
 delineating different modes of, 107
 delineating the meaning of, 587
 depth of in vocabulary, 639–640
 described, 165
 developing by accessing workplace activities and interactions, 114
 different types and qualities of, 107
 different usages of the concept, 107
 of a domain, 89
 of educational contexts, 441
 of educational ends, purposes, and values, 441
 eliciting the right, 168
 embedded within a larger conceptual framework, 93
 of experts, 5, 165–188
 experts’ usability of their, 71
 extensive, well-organized, 797
 formal and public, 93
 forming a line of reasoning, 99
 of formulaic sequences, 646
 groups with a high and low level of, 68
 informal and private difficult to elicit, 93
 integrating new, 86
 as a key component of chess expertise, 599
 of learners, 441
 linked to social values and interests, 132
 new co-production of, 138
 no longer seen as a “nuisance variable,” 67
 passive view of, 99
 perceptual organization principles and, 597
 power and primacy of, 481
 providing access to what might not otherwise be learnt, 118–119
 relation with performance, 345
 relevant to a decision, 98
 required for expert teachers, 440–441
 required for expert-level performance, 87
 requisite dependence on for expert performance, 771
 secondary, 795
 strategies to encourage mastery of relevant, 339
 studying the structure of, 70
 teaching focusing on acquisition and application of, 338
 transferring to a computer program from an expert, 91
 of which aspects of a system or events are relevant, 721
 of a word, 644
 knowledge and skills
 focus on acquiring, 33
 formed and organized into embodied ways of being, 36

- knowledge and skills (cont.)
 integrating into being expert, 35
 role of, 391
- Knowledge Audit (KA), 458
- knowledge base
 containing explicit representations of knowledge, 85
 continued maintenance of, 92–93
 of an expert system, 84
 modifying, 86
 over-simplified model of with an inference engine, 90
 preventing rapid, significant changes to, 797
 of radiologists, 234
- knowledge components, for a given word, 643
- knowledge crafting, 413, 423
- knowledge deficits, errors arising from, 334
- knowledge driven work, trajectory for, 180
- knowledge elicitation
 in Cognitive Systems Engineering, 166, 167–170
 combining with knowledge representation, 178
 as the core of the design process, 466
 for Decision-Centered Design, 166
 developments in the methodology and applications
 of, 187
 methods, 167, 521
 products of, 170
 protocols, 167
 revealing implicit knowledge by scaffolding
 workers, 168
 stopping point for, 168
 strategies, 168
 techniques making tacit knowledge explicit, 781
 uncovering elements of expert reasoning, 176
- knowledge encapsulation theory, 802
- “knowledge engineers,” with social skills, 91
- knowledge intensive domains, creation of models of, 178
- knowledge management initiative, 781
- knowledge models, 178
- knowledge representation, 89
 developments in the methodology and applications
 of, 187
 integrating with the process of knowledge elicitation, 178
 organizing elicited knowledge, 170
 of a program, 87
- Knowledge research category, for transportation, 357
- knowledge restructuring, 106
- “knowledge sharing,” 93
- knowledge structures
 different from other stages, 337
 information about, 228
 in long-term memory, 805
 other kinds of, 90
 proposed, 333
- knowledge telling, producing a string of assertions, 423
- knowledge “transfer,” problem of, 35, 37
- knowledge transforming, yielding complex argument
 structures, 423
- knowledge usability, problems associated with overload or
 inefficiency, 71
- knowledgeable learners, exploring and solving relatively
 new tasks, 798
- knowledge-based methods, applied to logic and
 mathematics, 88
- knowledge-based paradigm, in AI, 85
- knowledge-based system, properties of, 86
- knowledge-based systems. *See also* expert systems
 applications of, 95–99
 constrained in scope, 100
 focus on accuracy, 84
 in general, 85
 history of, 86–87
- knowledge-based theory, of reasoning, 336
- knowledge-driven influences, facilitating perception and
 drawing accuracy, 584
- knowledge-laden task environments, AI addressing, 62
- knowledge-related generative processes, skills based on, 541
- knowledge-rich programs, experimenting with, 87
- L1 Hebrew learners of L2 English, 646
- L2 (second language)
 learners improving use of formulaic sequences, 646–647
 learners knowing how words behave in context when
 surrounded by other words, 643
 learning a new word as first and foremost a matter of
 relabeling, 642
 practical suggestions for gaining expertise, 647–648
 vocabulary, expertise in, 634–649
- labels and referents, giving thoughts verbal expression, 195
- laboratory drawing tasks, 578
- laboratory studies
 of hazard perception, 363
 presented in support of the remote-associates view, 831
 uncovered mechanisms mediating instances of excep-
 tional memory performance, 701
 of the use of both temporal and spatial occlusion
 techniques, 679
- land transport, expertise in, 356
- landmine detection, 172–173
- Lang Lang, legendary pianist, 552
- Langley, Samuel, 827
- language. *See also* English language; L2 (second language)
 adapting to better suit the learning biases of the neural
 mechanisms, 157
 affecting “thought,” 152
 described, 644

- facilitating skill acquisition, 53
- producing through handwriting, 415
- role of in expertise development, 53
- language chunks, accessing quickly, 644
- language input, increasing through extensive reading, 647
- language of a specialism, expertise in, 139
- language processing, 414, 622
- language users, 51, 644
- laparoscopic (pin hole) surgery, 764
- laparoscopic cholecystectomy surgery, 344
- laparoscopic inguinal hernia repair surgery, 342
- laparoscopic surgeons, 343
- laparoscopy skills, 343
- “large meaningful patterns,” characterizing expertise, 68
- large team, having several observers with assigned responsibilities, 168
- “larger patterns,” of experts, 66
- last work, seldom the best, 321
- late Acheulean tools, required secondary competencies and self-control, 45
- late mature, 276
- latent growth modeling, 217, 279
- later adulthood
 - deliberate practice and expertise maintenance in, 842–843
 - neuropsychological substrates of expertise in, 841–842
- lateral areas (pMTG and SMG), 243
- lateral occipital complex (LOC), 236, 238
- lateral temporal areas, 241
- latex glove, musicians suffering from dystonia playing with, 568
- Latin, instruction in, 6
- law
 - certification to practice in France and the USA, 9
 - as a distinct social system, 137
- law professions, tied to justice, 132
- “lay” audience, expert addressed in front of a, 140
- laypeople, placing their trust in professional workers, 129
- leader(s)
 - leaving a rich body of archival material, 298
 - mistakes by historically notable, 295
 - problems, successfully solving, 300
 - requiring different educational experiences from creators, 318
 - substituting rankings and rationale for those of experts, 460
 - of teams, 509
 - working to reduce conflict in highly virtual teams, 518
- leader extraversion and cognitive ability, as predictors of initial levels of leadership efficacy, 520
- leader performance, cases of, 298–300
- leader problem-solving, judges appraise cases of, 294
- leader styles, experimental studies of, 300
- leader types, 300
- leader–member exchange, 520
- leadership. *See also* shared leadership; team leadership
 - directing and organizing team members’ interdependent actions, 508
 - as a domain where expert performance is valued, 298
 - effective, 298
 - efficacy, 520
 - expert, 778
 - expertise, 778
 - problems, 299
 - styles, 299
 - traditional forms of, 515
 - virtuality–team performance relationship and, 517
- learned behaviors, cultivating an organizational climate supporting, 522
- learned domain, promoting good SA in, 724
- learned information, expert reviewing and modifying, 92
- learned mental models, 728
- learned “routine,” cues outside, 723
- learner characteristics (aptitudes), 801
- learner prior knowledge, as the single most important factor influencing learning, 806
- learner-manipulated variables, 799
- learners. *See also* novice learners
 - acquiring formulaic sequences from reading, 647
 - active, 114
 - adopting different learning or performance strategies, 218
 - advanced, 646, 806
 - becoming expert performers after five or six hours of practice, 218
 - effective, 121
 - engaging in and mediating what they experience, 119
 - feedback provided to during problem-solving, 800
 - knowledge of, 441
 - low knowledge studying worked examples, 798
 - matching written subtitles to words spoken on screen, 648
 - more experienced benefiting from methods, 806
 - more experienced deteriorating, 807
 - more experienced problem-solving with minimal guidance, 800
 - more expert profited from continuous animations, 800
 - more expert requiring additional resources, 805
 - more knowledgeable focusing only on their weak areas, 807
 - more knowledgeable needing to process redundant instructional guidance, 805
 - musical, 542
 - needing to know a large number of lexical items, 639
 - poorest performing having the most to gain, 217
 - vocabulary size required, 637–639

- learning. *See also* deep learning; mastery learning; perceptual learning
 arising incrementally, 115
 in chess, 606
 distinguished from performance, 667
 effective, 64
 following a power function, 606
 guided by more expert partners, 120
 improving the efficiency of, 9
 inferred from changes in behavior over time, 667
 informed and shaped by the social and material work environment, 122
 mindful of opportunities for, 459
 monitoring and enhancing, 36
 not directly observable, 538
 not possible to predict actual, 116
 as a permanent change in behavior over time, 216
 to see well, 152
 styles, 776
 taking time, 440
 through discovery, 119
 through practice, 121
 through work, 120
 understanding in a particular setting, 36
 work activities and, 114–115
 to write in a specific domain, 419
- learning curves, 344
- learning environments, 13
- learning goals, formulating clear, 440
- learning mechanisms, accounting for the acquisition of everyday skills, 11
- learning objectives, 342
- learning opportunities
 construct of, 439–440
 creating in the classroom, 440
 producing student outcomes, 440
 teachers creating precise, 440
- learning processes
 conceptualizations of, 115–116
 different resulting in different representations, 541
- learning through work, 122
- learning-by-doing literature, in economics, 393
- learning-from-experience hypothesis, rejecting, 393
- lectures, teachers presenting the same material to all listeners, 757
- left DLPFC, 240
- left frontal brain regions, 416
- left hemisphere, 555
- left inferior frontal gyrus, 237
- left intraparietal sulcus, 627
- left parietal lobe, 627
- left premotor cortex, 240
- left primary auditory cortex, 554
- left superior parietal cortex, 415
- left superior parietal gyrus (SPG), 240
- left superior temporal gyrus, 559
- legal documents, incomprehensible to the general public, 424
- legal domain, 402
- legislation, recognizing the value of experience, 357
- legitimacy, 131,
- legitimate events, in studies of leadership, 293
- Leibniz, G. W., role of, 134
- lemon squeezer, design process of, 374
- Lemonade principle, 395
- Leonardo da Vinci, 590
 aerial screw, 818, 829–830
 knew that air was compressible, 830
 leap of analogical thinking connecting two remotely associated ideas, 819
 routine system to understand any object, 578
- Leopoldina (early academy), 136
- less exceptional individuals, examining using case studies, 305
- less-experienced drivers. *See also* drivers
 problems with efficient intake of information in, 735
 visual information processing of, 359
- less knowledgeable students, 798
- “less obvious” recombinations, as “more creative,” 813
- less skilled players, gained most from planning for the easy problems, 202
- less talented, failure leading them to practice less, 763
- lesson(s)
 debriefing sessions following, 447
 functioning similarly to the designed practice tasks described by Ericsson, 446
 separated in time, 433
 spending weeks or months on a single, 447
 success of depending on a teacher’s preparation and planning, 434
- lesson study
 Japanese practice of, 446
 as a lab for deliberate practice, 446–447
 providing teachers with skills to transform their daily work, 447
- less-skilled participants, using an experience-based model, 686
- less-skilled players, depending more on superficial elements, 684
- “letting go,” during a first draft, 419
- level(s)
 of achievement, 745
 of discomfort, 464
 of expertise, 794

- of specialization, 602
- Level-1 trauma cases, 510
- Level-1/2/3 verbalizations, 195
- leverage points, finding, 456
- lexical coverage, 635–637
- lexical decisions, tasks requiring, 838
- lexical space, metaphor of, 639
- “liberal arts,” in philosophy, 137
- life expectancy, controlling for, 317
- lifetime accumulated practice, related to the level of performance attained, 537
- lifetime productivity, 314
- lifeworld, 34
- lifeworld perspective from phenomenology, 37
- light bulb, Edison’s invention of, 818, 829
- lightness constancy, 583
- Lilienthal, Otto, 827
- Lilies problem, 821
- limitations, of individual adaptation, 846
- limited attention, 717, 719
- limited working memory
 - compensating for, 644
 - effects on SA, 717
- limits, to human recall, 264
- linear functions, tracking, 153
- linear process, determining team performance, 508
- linear progression, 718
- linguistic abilities of humans, differentiating them from computers, 26
- linguistic discourse, 27, 28
- linked habits, theory of, 63
- lip representation, altered in patients suffering from embouchure dystonia, 567
- lips, requiring neurons in the primary motor area, 556
- liquidity constraints, 390
- list structures, 60, 99
- listeners, recognizing individual spoken lexical forms, 635
- listening
 - lexical coverage required, 636–637
 - to music as a complex task, 554
- list-processing computer language, 59
- literacy
 - foundations of established in toddlers, 422
 - in the use of information and communication technologies, 37
- literacy skills, experts with, 127
- literature on NDM, bifurcating people into experts versus novices, 454
- “lived body,” overcoming problem of a gap between contents of the mind and expert performance, 35
- lived experiences
 - of occupational being enacted, 117–118
 - presenting in terms of cues, strategies, factors, and novice difficulties, 460
- LOC (lateral occipital complex), 236, 238
- local transfer, 821
- locations, along a route, 239
- logarithms, memorizing the table of, 624
- log/diary, 259
- logic, categories of, 479
- Logic Theorist (LT), 60, 63
- Logic Theory Machine, 61
- Logic Theory Program, proofs to theorems in Whitehead and Russell’s *Principia Mathematica*, 87
- “Logical Competitor Set,” for a case, 69
- “logical-mathematical” intelligence, 629
- logistic Item Response Theory models, 488
- longitudinal data
 - absence of using comprehensive, multi-disciplinary test batteries, 666
 - collected in a retrospective fashion, 263
 - collecting over a period of time, 262
 - two-level hierarchy defined in, 280
- longitudinal dataset, on practice-related variables, 259
- longitudinal designs, of historiometric studies, 315–316
- longitudinal measurements, permitting a direct comparison of performance improvement, 751
- longitudinal or prospective designs, addressing issues of predictive ability, 266
- longitudinal research, nature of, 262
- longitudinal results, regarding shared leadership in teams, 520
- longitudinal studies
 - acquisition of drawing skill versus various perceptual abilities, 589
 - describing detailed development of the structure of expert performance, 709
 - detecting developments or changes in the characteristics of the target population, 271
 - extending beyond a single moment in time, 271
 - highly relevant from repeated observations, 271
 - majority utilizing an aggregated design, 316
 - measuring change in outcomes at the individual level, 285
 - multidisciplinary, 271–285
 - pointing to general gains in cognition, 848
 - showing that a minimum of ten years of experience seems to be necessary to become an expert at an international level in chess, 751
 - statistical analyses in, 278–280
 - studying the acquisition and maintenance of expertise, 271
 - training novices to memorize chess positions, 606
- longitudinal study design
 - applying, 275
 - measuring soccer performance and technical skills, 278
 - not as flexible as cross-sectional studies, 285

- long-lived creators, remaining productive, 320
- long-term commitment, predicting involvement and practice, 537
- long-term episodic memory, experts and, 622
- long-term goal, 276, 277
- long-term memory (LTM)
- accumulated knowledge of experts stored in, 696
 - areas involved in, 244
 - automatic retrieval from, 71
 - differences in, underpinning skill differences, 605
 - encoding of sequences of 3-digit groups, 199
 - evidence for storage in with retrieval cues, 704
 - exploiting the unlimited capacity of, 622
 - guiding processing of familiar information, 805
 - instances of radiological images in, 234
 - large capacity of, 71
 - number of chunks held in, 600
 - rapid access to, 419–420
 - size of having no adequate measure, 796
 - stored, biologically secondary information obtained from other people, 796
 - structure and contents of, 599
 - structures circumventing the limitations of working memory, 718
 - utilizing pre-existing knowledge in, 483
- long-term musical training, protecting the auditory system from age-related decline, 842
- long-term outcomes, effects on, 432
- long-term predictability, of talent tests, 836
- long-term talent identification programme, predictive utility of, 666
- long-term working memory (LTWM), 17, 622
- deployed by experts, 623
 - encoding chess position in, 70
 - model, 701
- “looked but failed to see” error, 723
- lookup task, with pairs of nouns, 218
- “losing,” oneself in work, 420
- Love Canal, 22
- low-coherency environment, 175
- low-fidelity models, 341
- low-fidelity simulation format, assessing domain-specific tacit knowledge, 776
- low knowledge learners, studying worked examples, 798
- “low-level” engineering efforts, mathematically modeling neuronal cell assemblies, 63
- low-level perceptual processes, touched by expertise, 160
- “low-level” transfer, possible between sports, 669
- low-level visual processing, systematic changes in as a result of video game playing, 591
- low-physical-fidelity simulations, used by NDM practitioners, 460
- low prior knowledge students
- achieved better by studying worked examples, 798
 - benefited from the added visuals, 800
 - benefited from worked examples, 800
- low-validity environments, people performing significantly more poorly than algorithms in, 175
- LTM. *See* long-term memory (LTM)
- LTWM. *See* long-term working memory (LTWM)
- M1 Abrams tank turbine engine, 96
- machines, making decisions, 100
- macrocognition
- assuming a dynamic, ongoing and iterative engagement, 183
 - combining concepts in with concepts from conflict management, 462
 - extending the focus of NDM, 460–463
- macrocognitive functions, generally performed as collaborations, 461
- macrocognitive model, of expert forecaster reasoning, 185
- Macrocognitive Modeling, 183–184
- macrocognitive strategies, for problem detection, 466
- macro-social view, on expertise, 401
- macrostructure, of search in chess, 602–603
- magnetic resonance imaging (MRI)
- high-resolution, 559
 - scanners, 238, 246
- magnetoencephalography (MEG) studies, 558
- Mailer, Norman, 425, 426
- maintenance
- of reputation, 295
 - through deliberate practice, 840, 849
- maintenance practice
- for older experts, 837, 845
 - role of in sports, 842
- making music, relying on voluntary skilled movements, 555
- maladaptive plastic changes
- aiming to reverse, 568
 - in the brain’s sensory and motor networks, 566
- malformed collocations, 646
- mammal species, skilling up their offspring, 53
- “man in the head,” no specification of the processes of, 194
- management
- by discovery, 462
 - performance on a daily basis, 446
 - of resources, 358
 - of time by teachers, 433
 - “management by objectives,” 462
- management decision making, in medicine, 347
- managerial literature, 130
- managers, compared to entrepreneurs, 396

- managing
- memory, 623
- uncertainty, ambiguity and time pressure, 456
- Mangiamele, Vito, 625
- manipulables, early experiences of calculators involving, 622
- Mann Gulch fire, 830
- manual motor practice, of the non-dominant left hand, 560
- manufactured objects, configuration of, 97
- manufacturing, 97
- map experts, not showing better memory for traditional types of maps, 699
- MAPP computer program, 600, 602
- marathon- or half-marathon runners, effects of regular training, 842
- market, for entrepreneurship exercise, 406–407
- market research, realistic, 405
- market research studies, experts skeptical about, 394
- marketing campaigns
- examining performance in developing, 297
- formulating for a new product, 303
- marketing slogan, discourse of professionalism in, 130
- marriage counselors, 402
- Marshall, George C., 294, 298, 299
- martial arts group, negative age-effects, 845
- Marxist interpretations, focused on medicine and law, 129
- mass educational provisions, meeting the needs of industrialized economies, 113
- master and apprentice, relation between, 9
- master checker players, interviewing, 87
- master chess players
- choosing better moves, 600
- finding good moves with minimal search, 604
- making good decisions under time pressure, 603
- memorizing at least 100,000 opening moves, 598
- new estimates of the vocabulary of, 602
- reproducing the chess pieces in a position on the board, 683
- masterpieces, 5
- masters
- organized existing knowledge, 6
- paintings, of sharing a profound fidelity to the visible world, 577
- Masters Driver's License in the United States, 359
- mastery learning, 342
- mastery-based training approaches, 342
- mastiff dog breeds, 51
- match, between expertise and the problem, 822, 823
- math operations test, predicting wages, 485
- Mathematica software package, 88
- mathematical abilities, twin study showing concordance rates for monozygotic and dizygotic pairs, 627
- mathematical calculation
- deliberate practice in, 75
- development of expertise in, 16
- mathematical constant π , memorized 60,000 decimals of, 200
- mathematical expertise, 616–630
- brain systems for, 627–629
- describing, 618
- no evidence for differences in innate specific capacities leading to, 630
- mathematical ideas, connections with core underlying, 435
- mathematical models
- accounting for the fine structure of careers, 322
- characterizing humans' apprehension of environmental conditions, 777
- mathematical precocity, of mathematical prodigies, 616
- mathematical problems, calculation of, 703
- mathematical skills, role in decision making, 477
- mathematical tasks, not studied, 628
- mathematically gifted children and adolescents, investigated, 628
- mathematically related proficiencies, evident in adults' lives, 477
- mathematicians
- professional, 628
- tending to live less long than other scientists, 317
- mathematics
- based on detailed physical and control models, 93
- expertise in, likely to show a Matthew effect, 218
- often overly precise and awkward, 100
- producing an “instrumental” understanding of, 434
- “relational” understanding of, 435
- Mathematics Knowledge for Teaching (MKT), 441
- mating and survival, evolutionary imperatives of, 44
- Matthew effect, 218
- maturation, 276
- maturation and skill development, allowing for working animals, 54
- mature reasoners, 155
- maximal performance
- becoming a rigidly determinate quantity, 10
- in real settings, 847
- Mazumdar-Shaw, Kiran, 395
- McClelland's categorization, of professionalization “from within” and “from above,” 131
- mean performance, in the early sessions of practice, 218
- meaning
- knowledge of, 642–643
- of a word, 640
- meaningful associations, encoding arbitrary information by, 700
- Meaningful Learning, theory of, 176

- means
 compared to each other, 280
 under control of entrepreneurs, 395
- Means, James, 828
- “means–ends analysis,” 61
- measurement(s)
 of change over time, 216–220
 of domain-specific reproducibly superior performance, 746
 multiple taken in a longitudinal study, 271
 of reliable individual differences among experts’ and professionals’ performances, 748
- measurement artifacts, 216
- measurement occasions, 217
- Measures of Effective Teaching (MET) project, 438
- “measures of musical talents,” 535
- mechanical ability, 749
- mechanical arts, 6
- mechanical engineering design, 380
- mechanical engineering designers, 378, 382
- mechanisms. *See also* acquired mechanisms; causal mechanisms; expert mechanisms; mediating mechanisms; perceptual mechanisms
 acquisition of, 708, 763
 allowing transformation from novice to expert in a domain, 725
 artists outperforming non-artists using, 579
 creating for team cooperation and coordination, 510
 executing expert performance, 76
 experts using knowledge of, 90
 for forging linkages, 820
 gradually acquired versus innately given, 745
 identifying, 699
 mediating, 199
 mediating chess expertise, 201–203
 mediating expert chess players’ superior ability, 203
 mediating memory performance for numbers, 700–701
 mediating performance on representative tasks, 763
 mediating superior performance, 749
 mediating verifiable expertise, 480
 necessary for developing good SA, 716–718
 underlying expert performance, 70
 underlying good SA, 724
- media, task requirements of different, 592
- medial (RSC) brain area, 243
- medial frontal cortex, 240
- medial frontal gyrus, 240
- medial superior parietal gyrus, 240
- medial temporal lobe, 244
- mediating mechanisms
 inferred from verbal reports, 199
 step-by-step development of, 199
- mediating processes and structures, producing superior performances, 64
- mediation
 described by phenomenology, 132
 experts’ intuitive actions and, 12
- mediator
 accounting for variability in team performance, 508
 performance as, 402
- medical and surgical expertise, predictors of, 344–346
- medical diagnosis, one of the first knowledge areas for expert systems, 96
- medical doctors. *See also* physicians
 developing expert levels of performance, 397
 experienced, more accurate in diagnoses, 699
 handwriting of, 4
 interactions with patients, 204
 learning to practice medicine effectively, 118
 mortality and morbidity meetings, 119
 relying on a higher-level representation, 708, 803
 roles of, 111
 societal expectations for, 109
 troubleshooting automobile engine problems, 89
- medical education, expert–novice studies, 65
- medical educators, providing instructions for visually diagnosing clinical cases, 783
- medical error, morbidity and mortality as a result of, 332
- medical expertise, intermediate effect in the encapsulation theory of, 802
- medical experts
 able to explain diagnoses, 73
 not always outperforming less experienced individuals, 802
- medical field, expertise reversal in, 802–803
- medical images, requiring perceptual diagnosis, 204
- medical practitioners, taking patient perspective, 27
- medical profession
 analyses of, 129
 tied to the value of health, 132
- medical records, managing for the UK National Health Service, 171
- medical schools, 336
- medical science, expert dogs or other animals useful in diagnostic science, 54
- medical situation, stressfulness of a simulated, 347
- medical students
 less experienced outperforming relatively more experienced medical practitioners, 802
 piecemeal representation of a diagnosis, 73
 reproducing the information in a case with all detailed biomedical knowledge, 803
 wanting to know more about underlying reasons, 100

- medical teaching, identifying the need for articulation of tacit knowledge, 785
- medical tests and treatment effectiveness, predictive power of, 495
- medicine
- AI addressing, 62
 - career in, resulting in documented achievement, 344
 - certification to practice in France and the USA, 9
 - diversity of skills involved in, 344
 - effective treatments associated with sets of symptoms, 91
 - fundamental goal to treat patients to increase health and wellbeing, 203–206
 - future issues, 346–347
 - language of modern as a formal system, 133
 - predictors of expertise in, 345
 - standardized testing influencing admission to residency programs, 780
 - studied by thinking aloud procedure, 63
 - study accompanied by performance on many achievement and aptitude tests, 345
 - study of expertise in, 331
 - understanding the development of expertise in, 332
 - writing reports for colleagues, 136
- medicine and surgery, expertise in, 331–347
- meditation, altering consciousness in the service of writing, 422
- Mednick, on creative thinking, 814
- meerkats, 53
- members
- of communities of practice, 780
 - of teams, expertise of, 747
- memories
- for facts, 624
 - involving the hippocampus, 554
 - managing and strengthening, 623
- memorizers, 239, 240, 244
- memory. *See also* long-term memory (LTM); short-term memory (STM); superior memory; transactive memory; working memory
- “accuracy” and “rapidity” of distinguished from “association,” 620
 - circumventing capacity limitations, 498
 - constraints of, 333
 - declining with age, 223
 - deliberately assisted by creating an internal map of a musical piece, 539
 - domain-specificity in, 623
 - exceptional, 623, 700
 - of mathematical experts, 620–624
 - for move sequences using blindfold chess, 605
 - of music demonstrated by savants, 541
 - playing a crucial role in motor expertise, 245
 - remembering responses to a survey or test, 214
 - skilled as a by-product of chess skill, 703
- memory competitions, 700
- memory demands, integral to selecting chess moves, 203
- memory development, role of knowledge on, 606
- memory encodings, of experts in chess, 708
- memory expertise, 841
- memory experts
- making better use of brain regions, 841
 - superior performance on specific memory tasks, 700
- memory performance
- improved on the digit span task, 698
 - increased with practice, 755
- memory processes
- accuracy of, 837
 - in chess, 599–602
- memory recall, for positions in chess, 600
- memory research, on the encoding and retrieval processes, 199
- memory skills
- based on LTM, 702
 - experts maintaining efficient access to diverse information, 13
- memory span
- increasing performance with training, 698
 - testing in flute players at different levels of music skill, 707
- memory strategies, spontaneous use of, 68
- memory tasks
- capturing superior performance on, 700
 - studying performance on, 11
- “memory type,” used by prodigies, 617
- memory-based applications, processes superseding, 343
- men, outperforming women in chess, 607
- mental abacus
- activating motor regions of the brain, 628
 - carrying out another task in parallel not involving numbers, 626
 - development requiring practice on mental addition problems, 704
 - expanding by one additional digit estimated to take about 1 year of deliberate effort, 704
 - more experienced calculators using, 626
- mental activity, detailed descriptions of, 166
- mental and material, dissolving the traditional conceptual split between, 35
- mental calculation, working memory during, 703–704
- mental calculators, 239. *See also* calculators (human)
- Inaudi, 700
 - relied on the traditional multiplication table for single digit combinations, 703

- mental capacities, individual differences in, 10–11
- mental content, “leaping out” into expert performance, 33
- mental models, 132
- advantages of, 721
 - building, 460
 - combined with modular plasticity, 41
 - defined, 720
 - embodying stored long-term knowledge, 721
 - expertise highly dependent on, 720
 - of experts, 455
 - experts’ superior, 17
 - generating, 41
 - inaccurate, 514
 - insufficiently developed, 728
 - of judges influence appraisals of events and actions taken, 294
 - overreliance on, 728
 - providing a significant short cut for determining Levels 2 and 3 SA, 722
 - providing cognitive mechanisms, 718
 - providing “default” values to, 721
 - similarity and accuracy jointly predicting task performance, 459
 - stretching beyond limits, 724
- mental multiplication
- of numbers, 195
 - task involving, 197
- mental representation(s)
- of an abacus, 704
 - constructing what the text says, 416
 - detecting minor, but consequential, deviations, 74
 - having multiple functions, 73
 - for implementing a plan on an instrument, 541
 - mediating expertise during execution, evaluation, and learning, 72–73
 - for musicians, 541
 - students needing help to acquire, 76
- mental resources, 363, 722
- mental simulation
- arriving at assessments, 722
 - envisioning a sequence of events, 455
- mental structures and their functioning, addressing, 61
- mental tests, developed by Galton, 10
- mental training, 558
- mentors, identifying, 464
- mentors and role models, focusing on the influence of domain-specific, 315
- Merleau-Ponty, Maurice, 34
- Merton, Robert K., 137
- meso-level structures, as coordinating mechanisms in temporary groups, 510
- message, expressing, 645
- meta-analyses
- on performance attributable to practice, 762
 - on shared leadership, 515
- meta-analytic methodology, revisiting prior studies of personality, 390
- meta-analytic reviews, documenting age-related declines, 837
- metacognition, 398, 456, 498
- metacognitive control, of experts, 464
- metacognitive effects, exerting a direct effect on affective responses, 496
- metacognitive heuristics, correcting or circumventing costly mistakes via, 483
- metacognitive processes, 482
- metacognitive skills
- honing, 459
 - musicians regulating their practice themselves, 539
 - relevant to developing expert performance, 277
- metacognitive understanding, of one’s abilities, resources, and constraints, 486
- Meta-DENDRAL, discovered new rules of mass spectrometry, 88
- meta-expertises, as expert domains, 25
- meta-knowledge, MYCIN indicating the order in which to pursue different goals, 90
- metal detector, detecting landmines, 172
- metal sensing device, development of a new type of, 173
- meta-level knowledge, 90, 100
- metaplasticity, referring to sensitive periods in the lifetime, 566
- meta-processing, varying with experience, 365–366
- meta-rules, directing the selection of rules to be invoked, 99
- meta-strategies, experts having good, 724
- meteorologists, 153
- method of loci, 239, 240, 244
- Method-of-Loci strategy, 841
- methodological artifacts, 316–317
- methodological issues, in any case study, 293
- methodology, 195, 277
- methods
- from Cognitive Systems Engineering, 175–181
 - for measuring expert teams, 518
 - resulting in different representations, 541
- MetLife, 97
- metrics, based on total practice time, 258
- Mexican birth attendants, skill acquisition of, 119
- Michelangelo, 576
- Mickelson, Phil, 714
- “microcognitive” functions, 461
- micro-genetic development (moment-by-moment learning), 112

- micro-level ethnographic studies, of professional socialization in workplaces, 130
- micro-pitches, sensitivity to, 552
- microscopic changes, as the brain purges unnecessary connections, 245
- microscopic slides, of stained tissue, 204
- microstructure
- of deliberate practice, 656
 - of practice, 258
- microsurgery proficiency and training, 342
- Middle Ages, craftsmen formed guilds, 5
- middle putamen, 557
- middle-distance runners, practice activities for, 759
- mid-frequency vocabulary, 638
- MIDI-technology, assessing finger movements, 560
- mid-life, animals reaching peak level performance in, 53
- Migration Period – the Dark Centuries, 134
- Miler, George, 61
- military command and control simulations, examining the impact of technology on team operations, 465
- military decision making, studies of, 461
- military experts, strategies to detect landmines, 173
- military officers
- experienced, concentrating more on the enemy situation, 731
 - experienced, rated higher on SA related behaviors, 731
 - learning how to gather and disseminate key information on the radio, 723
 - preparing for operational decision making, 465
- military pilots. *See also* pilots
- experienced, engaging in practices or skills beneficial to SA, 726
 - information available to dependent on specific actions, 723
 - societal expectations for, 109
 - tenfold difference in SA, 725
- mimicry, as a signal, 519
- minaret builders, 118
- mind
- comprised of computationally distinct mechanisms, 42
 - shifting focus from to bodily perceptions, 35
- minicomputers, facilitating the manufacture of semi-custom, 97
- mini-lessons, planning to incorporate instructional routines, 442
- minimum unit of analysis, for expert performance involving other people, 401
- Minotauromachy* (painting), 826
- “mirror neuron network,” 558
- mirror neuron system, 681
- mirror neurons, 246
- misconceptions, explaining emergence of, 447
- misperception hypothesis, of drawing errors, 581
- missing information, ignoring, 91
- “mission critical” applications, 97
- Mitchell, Ronald, 392
- mixed designs, of historiometric studies, 316
- mixed methods, combining quantitative and qualitative, 207
- “mixed practice” strategy, 339
- MKT (Mathematics Knowledge for Teaching), 441
- mnemonic encoding, testing the role of, 199
- mnemonics
- reminding doctors about a series of interrelated conditions, 120
 - used by artisans in Early Imperial China, 116
- mobile devices, widespread use of, 266
- modality of vision, 576
- “mode 2,” 138
- “mode-1/2 knowledge,” 107
- model(s)
- of expertise, 84, 90
 - integrating macrocognitive functions and processes into NDM frameworks, 461
 - for knowledge elicitation, 168
 - providing as the designer’s goal, 380
- model essays, in the worked example condition, 798
- modeling projects, building functioning computer programs, 194
- moderators, identifying the impact of, 520
- modes
- of communication, 520
 - of seeing, 154
 - of transport, 356
- modular functions, supporting universal, primary competencies, 42
- molar-equivalence-molecular-decomposition approach, 844
- molecular modeling, to construct the structure of DNA, 823
- Mondeux, Henri, 623
- monitoring, 277
- monocular depth cues, 581
- mono-disciplinary, cross-sectional studies, 285
- monopoly of competence, 129
- monopoly practice, legitimacy of, 129
- Moorsel, Leontien Zijlaard-Van, 277
- moral community, professionalism as a form of, 128
- moral questions, feedback and, 498
- morally relevant biases, 498
- more experienced learners
- performance deteriorating, 807
 - problem-solving with minimal guidance, 800
- more experienced students, benefited most from step-only guidance, 799
- more expert learners
- profiting more from continuous animations, 799
 - requiring additional resources, 805

- more knowledgeable learners
 improved more by focusing only on their weak areas, 807
 needing to process redundant instructional guidance, 805
 “more like this” button, 98
- more versus less-creative people, differing in response hierarchies, 831
- morphology, of the corpus callosum, 561
- most frequent words, providing the greatest amount of coverage, 637
- “mother” disciplines, dominated research in entrepreneurship, 391
- mothers, experience with learning a musical instrument, 539
- motion
 of the arm holding the racquet in badminton, 679
 extraction of information on, 684
- motion pictures, evaluations of, 314
- motivation
 effect of, 281
 to engage in a task, 424
 indirect effect by moderating practice in chess, 609
 integrated into the L2 speech community, 646
 to maintain intense training, 847
- motivational component, to self-efficacy, 225
- motivational factors, individual-difference variables and, 592
- motivational rituals, practicing, 420
- motivations and intentions, considering a multiplicity of, 403
- motor actions, 556
- motor and visuo-spatial pathways, of children with abacus experience, 244
- motor anticipation, in fast-moving sports, 246
- motor associative areas, 240
- motor basal ganglia loop, 561
- motor brain function, 558
- motor component, compared to the visual component, 246
- motor control
 increasing degree of loss of, 565
 theories of, 342
- motor co-representations, activation of, 558
- motor domains, 233, 245
- motor excitability thresholds, reduced, 558
- motor expertise
 crucial neural component of, 246
 functional brain changes in, 246–247
 (pre)frontal areas in, 248
 structural brain changes in, 248
- motor familiarity hypothesis, 681
- motor homunculus, represented upside-down, 556
- motor mechanics, 111
- motor performance, 749
- motor performers, expert, 681
- motor processes, 591
- motor proficiency (doing), 342
- motor skills, clinical procedures using, 340
- motor system, 555, 566
- motorcyclists, high fatality rate, 360
- move, deciding on the next in chess, 243
- movement, as not thought about movement, 35
- movement efficiency, differentiating experts and novices, 341
- movement pattern information, anticipatory encoding of, 681–684
- movement pattern of others, use of advance information from, 678
- movement perception and production, common coding view of, 681
- movement proficiency, 341
- movement responses, 678
- movements patterns, in response to visual cues, 556
- movie directors, 321
- Mozart, W. A., 540, 625
- “Mozartians,” 418
- MRI. *See* magnetic resonance imaging (MRI)
- Müller-Lyer illusion, 583
- multidigit arithmetic, by calculators, 623
- multidimensional and longitudinal research
 increase in over time, 278
 overview of studies on, 282
 providing valuable insight in measures of performance, 285
 studies applying, 281
- multidimensional nature of expertise, considering, 276
- multidimensional performance characteristics, hierarchy of, 281
- multidisciplinary approach, existing NDM methodologies and theories taking, 467
- multidisciplinary longitudinal studies, from the field of sports, 271–285
- multidisciplinary talent identification model, 667
- multifaceted approach, using strengths from various techniques, 266
- multilevel analyses, revealing male and female elite youth players, 281
- multilevel data, regression analysis for, 280
- multilevel designs, latest advances in, 316
- multilevel modelling, 279, 280–281
- multilevel modelling program MlwiN, 281
- multi-method team performance measurement system, 519
- multinational organizations, using virtual teams, 516
- “multi-ness,” characterizing the current world, 467
- multiple choice licensing examination, as a better predictor of complaints to a regulatory body, 345

- “multiple players,” operational settings involving, 458
- multiple regression, appropriate for analyzing
hierarchical structured data, 280
- multiple regression analysis, 316
- “multiple-hurdles” approach, 220, 223
- multiplication, number of operations growing with the
square of the number of digits, 621
- multiplication tables, 624
- multisensory connections between auditory and motor
areas, piano training and, 558
- multisensory integration, tasks involving, 555
- multitasking. *See also* attention
skills for, 730
- multi-team environments, leadership in, 509
- multi-team systems, 467
- multivariate voxel pattern analysis (MVPA), 236
- muscular-skeletal or neurological problems, of
musicians, 544
- music
affected by societal factors, 544
brain regions involved in performing, 554–557
cognitive adaptations in, 541–542
experiencing, 554
expertise in, 535–545
as a grammar-based but non-semantic temporal
phenomenon, 545
individualized instruction in, 755
international level success in composing, 751
performance happening rarely, 445
performing at a professional level, 551, 552
performing in public, 553
playing by sight (sight reading), 707
playing depending on a strong coupling of perception and
action, 550
task specificity limitation to a domain, 67
- music aptitude tests, 535
- music composers. *See* classical music composers;
composers
- music educators, confronted with assumptions of
parents, 535
- music experts. *See* expert musicians
- music expression, aspired compared to actual music
expression, 756
- music making, as a prime candidate for the study of
complex skills, 545
- music memory, of savants, 541
- music perception, 554
- music performance. *See also* performance
aesthetic quality of, 570
anxiety, 553
deliberate practice in, 75
domain of, 552
effects on brain plasticity, 553
evaluation of by independent judges, 747
music practice, start of, 756
music students
accepting jobs as professional musicians, 761
beginners not correcting errors, 760
overcoming initial lack of motivation, 538
practicing by, 537
musical achievement, individual differences in, 535
musical activities
early commencement of, 561
inducing brain plasticity, 568
linked to conditions of high arousal and positive
emotions, 553
musical and compositional preparation, indicators
of, 319
musical constraints, severe in classical music, 566
musical experience
advantages in advanced age, 848
length of correlated with performance, 552
musical expertise
brain changes associated with, 550–570
development of, 539–545
modeling, 561
predispositions and experience contributing to, 552
research conducted in the classical conservatoire
tradition, 536
musical genres, 536
musical instruments
adaptation to the specific demands of different, 561
growth curves associated with learning, 344
musical knowledge, 541
musical notation, 550, 555
musical performance, error processing during, 556
musical pitch information, transformation of, 555
musical prodigies, information on, 536
musical savants, special attention to, 535
musical stimuli, processing of, 562
musical structure, cognitive representation of, 541
musical talent, individual differences in, 319
musical tasks, 559
musical training. *See also* training
benefits of broader functions like IQ or school
performance, 848
cognitive and personality variables, 552
curricula, 755
effects on the brain, 543, 557–559
of professional musicians, 553
sustained leading to improved cognitive functioning, 848
musically trained individuals
advantage in signal-processing, 842
compared with controls, 841

- musically trained individuals (cont.)
 enhanced brainstem representations of musical sound waveforms, 557
 structural differences between older and novices, 842
- musically trained middle-aged and older adults, 842
- musicians. *See also* expert musicians; professional musicians
 advantage in near-transfer for pitch, but not for words, 848
 brain plasticity of, 568–570
 common patterns in families, 536
 consistently winning competitions, 67
 continued activities of, 553
 demands imposed on changing over time, 543
 enjoying improvement but disliking actual practice, 538
 extraordinarily skilled exerting more effort and concentration during practice, 551
 frequency and loudness discrimination, 543
 getting the “big picture” of the piece, 539
 imaging parts of pieces, 756
 listening to tones of instruments, 543
 male, more likely to have musicians’ cramp, 565
 mental representations with associated retrieval structures, 541
 performing a piece of music with limited or no preparation, 707
 performing as a member of an orchestra, 747
 performing in-phase symmetrical finger exercises on a keyboard, 568
 physiological adaptations of, 542–543
 practice, belittling, 537
 recalling musical material better than non-musicians, 541
 recalling tunes after a single hearing, 623
 structural brain differences in young and middle-aged, 841
 studies of young and older, 840
 suffering from dystonia, 569
 training-induced brain changes transferring to non-musical cognitive abilities, 848
- musicians and non-musicians, engaging the SMA, 556
- musician’s dystonia, 550. *See also* dystonia
 loss of motor control in skilled movements, 552
 as a syndrome of maladaptive plasticity, 563–566
- music-score reading, 562
- mutual learning, 138, 403
- MYCIN program, 94
 concept of degree of sickness, 95
 diagnostic strategy, 90
 expertise measured through a series of evaluations, 95
 performance of, 95
 procedure for diagnosis transferred to other domains, 89
 using for tutoring, 100
- myelin cells, 553
 myelination, 244, 560
- “nAch” (need for Achievement), 224, 390, 391
- Nadia (drawing savant), 579
- naming network, in the brain, 627
- narrow limits of change principle, 796
- narrow reading, 647
- narrow-focus condition, for finding digits, 816
- Nash, John Forbes, Jr., 224
- national and international level athletes, activities for, 759
- national and local standards, in teaching, 433
- National Assessment of Adult Literacy, 477
- National Association of Stock Dealers, 97
- National Board for Professional Teaching Standards (NBPTS), certifying teachers, 437
- National Health Service Care Records Service, 171
- National Institutes of Health, training to write grant applications to, 425
- national licensing examinations, 345
- native speakers, 634, 644
- natural abilities, 311, 535
- “natural” decision making settings, versus artificial laboratory, 461
- natural expertise, 15
- “natural flying machines,” observing birds, 828
- natural information processing systems, described by five basic principles, 795–797
- natural language speaking, 23
- “natural” limits, of performance existing for experts, 543
- natural performance environment, requiring complex perceptual judgments, 678
- natural scenes, vertexes created by intersecting boundaries in, 157
- natural threats, newly emerged, 139
- natural work settings, interest in, 186
- naturalistic contexts, decisions in, 479
- Naturalistic Decision Making (NDM), 16, 132
 background and history of, 453–454
 complementary to the microcognitive approach, 461
 concept of expertise in, 454–456
 cross-cultural research, 465
 emerging challenges and future research, 463–465
 evaluation of expertise in, 454
 fields of, 386
 frameworks, 456–457
 insights and innovations regarding training and education based on expertise, 65
 as a leading framework for the study of expert decision-making in operational environments, 453
 macrocognition extending the focus of, 460–463
 methods, 465

- new designation for the paradigm of, 183
 as a promising approach to understanding cultural factors
 in experts' sense-making, 465
 researchers, 453, 454
 technology and, 465
 training relying on low-fidelity approaches, 460
- naturalistic inquiry
 into cognitive work, 183
 within dynamic, high-intensity work settings, 166
- naturalistic intelligence, 774
- naturalistic settings, featuring words in natural speech, 642
- naturalization area, of sociological and anthropological work, 22
- nature
 drawing using cylinder, sphere, and cone, 578
 experimenting with in a controlled manner, 135
- nature theorists, expertise research hotly discussed by, 536
- nature vs. nurture, issue of, 312, 551
- nature vs. nurture debate, 52, 654
- NBA (National Basketball Association), centers close to seven feet tall, 43
- NBPTS Certified teachers, 437
- near task, skilled players fixating on, 664
- near transfer. *See also* transfer
 all creative thinking based on, 823
 critical in Dodge's insight based on expertise, 830
 of expertise, 821
 role in Picasso's conceiving the overall structure of *Guernica*, 826
 used by Wright brothers in developing their control system, 828
 Wrights' expertise at work through, 826
- near versus far analogies, effects on problem-solving, 831
- near-associates perspective, 813
- need for Achievement ("nAch"), 224, 390, 391
- negative age effects
 if tasks require more complex processing, 837
 in memorization of musical materials, 845
- negative age-related changes, emerging as early as the late 20s, 838
- negative feelings, accompanying the early stages of writing, 422
- negative knowledge, 107, 115
- negotiation, 399, 403
- Nelson-Denny reading test of verbal ability, 488
- neo-behaviorism, 63
- neonatal intensive care nurses, 186
- nephrologists, diagnosing patients, 205
- nervous system, demands placed on by music performance, 550
- nested structure, of measurements, 280
- network disorder, musician's dystonia as, 568
- "network of enterprises," use of by Edison, 296
- network or relational model, of expertise, 22
- networked expertise, 106, 141
- networks, adapting to handle visual categories, 160
- neural adaptation, direct correlations with years of practicing, 842
- neural basis
 for abacus use, 626
 of face perception, 235
 of monkey numerical abilities, 617
 of simple retrieval, 627
- neural cell assemblies, 568
- neural changes
 in expert memorizers, 239
 more extensive in experts, 248
 in perceptual expertise domains, 233
- neural complexes, mapping, 160
- neural connections and circuitry of the brain, shaped by training, 754
- neural correlates, behind experts' performance, 233
- neural differences, between two kinds of calculators, 239
- neural implementation, of expertise, 233, 235
- neural mechanisms
 for experts' anticipation skills, 246
 underpinning expert anticipation, 690
- neural net simulation work, 839
- neural networks, building, 93
- neural regions, 152, 156
- neural responses, in musicians, 557
- neural scaffolding processes, 844
- neural structure, 561
- neural substrates
 of expert and "novice" mechanisms, 836–837
 selective recruitment of by expert readers, 157
- neural systems, development of, 156–157
- neuro-active hormones, supporting neuroplastic adaptations, 553
- neuroimaging data, 418
- neuroimaging methods, 415
- neuroimaging studies
 on blind people involving areas of the brain reserved for visual processing, 238
 featuring actual movements, 246
 featuring exceptional memorizers, 239
 on gustative expertise, 238
- neuroimaging techniques, availability for research, 235
- neurological damage, leading to spatial "acalculia," 623
- neurological functioning, undergirding all mental activity, 775
- neurological patients, arithmetical abilities selectively affected, 624

- neurological seizures, diagnosed from brief video tapes, 204
- neurological substances, of general intelligence, 775
- neuronal networks, 553, 569
- neuroplastic changes, upper limit for attainable performance, 544
- neuroplasticity, integral to adult learning and development, 754
- neuropsychological studies, of differences in musicians' and novices' brains in young and middle-aged adults, 848
- neuropsychological substrates of expertise, in later adulthood, 841–842
- neuroscience
- music training and, 542
 - study of design, 376
- new information
- connecting with already existing, 239
 - stimulating new ideas, 822–823
- “new look” movement, Bruner’s classic, 151
- “A New Name for a New Science” (Woods), 312
- new ventures, 395, 397
- New York State Regents Examination in Plane Geometry, 87
- Newell, Allen, 59, 61, 88
- new-genre leadership, 515
- Newton, Isaac, 134, 224
- “next best move,” selection of, 200
- Next Generation Air Transportation Systems (NextGen), 366
- Nightline* television program, 824
- Nijinsky, Vaslav, 224
- No Left (Right) Turn sign, 364
- no pain no gain, 439
- Nobel laureates, 322
- Nobel Prize winners, analyses of biographical data on, 13
- nomothetic hypotheses, 310–311
- non-ability characteristics, relating to learning and performance, 775
- non-adaptive mutations, jettisoned, 796
- non-artists, baseline performance of, 583
- non-coach-led, sport-specific play, 659
- non-coach-led practice activities, 659
- non-compositionality, degree of, 644
- non-creative individuals, possessing a steep associative hierarchy, 814
- non-drivers. *See also* drivers
- controlling a powerboat simulator, 359
 - driving with, 359
 - with freedom to scan, 359
 - of powerboats, 359
 - slowed their boat going from slight to moderate seas, 360
- non-European music genres, studies in, 544
- non-expert askers, 402
- non-experts
- engaged the left Broca and the neighboring ventral prefrontal cortex, 240
 - examining using case studies, 305
 - superior decision making associated with a domain-general skill, 476
 - using the right prefronto parietal network, 241
- non-functional domains, developing expertise in, 40
- non-functional expertise, 15
- non-laboratory performance, 838–839
- non-language using animals, evidence of instruction and skill scaffolding amongst, 53
- non-linguistic signals, during face-to-face interactions, 519
- non-monotonic, single-peaked function, with a mid-career optimum, 311
- non-musicians, controlling complex sequences, 841
- non-reactive verbal reports of thinking, 195–197
- non-representational style, of painting, 827
- non-routine events, stories about, 175
- non-routine problem-solving, engaging in, 112
- non-situation specific context, 665
- non-technical difficulties, interfering with success, 92
- non-verbal signals, providing valuable insight into team and social dynamics, 519
- no-prompt group, outperformed the prompt group, 799
- “normal” aging, reducing speed and efficiency of cognitive, perceptual, and psychomotor functions, 838
- normal curve, descriptive of the distribution of human traits, 311
- normative project, 478
- Norton Anthology of Poetry*, biographies of poets listed in, 425
- notational algorithm, defined a search space of chemical structures, 88
- notational methods, externalizing plans during pre-writing, 418
- “notebooks of the mind,” 414
- novel activities or interactions, requiring effortful conscious thought, 116
- novel combination, of diverse bits of information, 813
- novel design decisions, correlation with triple-mode periods and the occurrence of, 379
- novel information, strong demands in handling, 223
- novel problems
- applying knowledge and procedures to, 195
 - randomly generating moves and testing for effectiveness, 796
- novel situations, information encountered in, 774
- novelists, work sessions, 422
- novelty, degree of as person dependent, 116

- novice(s)
- applying explicit rules, 23
 - attention directed toward technical, low-level aspects, 540
 - avoiding gross mistakes, 752
 - ball flight and, 685
 - concentrated on the visual composition, 385
 - dealing with the chess board in a piece-by-piece manner, 69
 - developing SA, 720
 - factors affecting SA, 719–720
 - finding bottom-up strategies useful, 587
 - having more scattered information search patterns, 717
 - inability to access knowledge, 71
 - initiated into a domain of skilled practice, 21
 - interpreting scenes of fires, 71
 - knowing the basics of a domain, 315
 - lack of domain-specific knowledge in, 248
 - not having a vast knowledge base, 234
 - not realizing what information to seek out, 720
 - organizing the perceived world according to “surface similarities,” 364
 - outperformed experts with violated location information, 364
 - performance of enhanced, 794
 - performing well in sports, 802
 - problems building SA, 735
 - profiting from segmentations of animations, 799
 - reasoning by analogy in chess, 606
 - recalled about five chess pieces, 68
 - showing similarities to expert ways of being, 36
 - thinking about presented problems, 66
 - understanding displayed by performing complex tasks, 33
- novice cognition, 64
- novice groupings, organized by salient objects, 69
- novice learners
- benefiting from explicit support during problem-solving, 800
 - benefiting from step-by-step procedures, 806
 - dealing with unfamiliar problems, 804
 - explicit external instruction, 805
 - instructional methods for, 797
 - using search-based problem-solving approaches, 805
- novice pilots. *See also* pilots
- constrained by working memory, 717, 725, 730
 - with low or moderate SA, 728
 - overloaded by tasks, 729
- novice platoon leaders, 732, 733
- novice recall, not capturing basic game-advancing, 69
- Novum Organum* (Bacon), 6
- nuclear power operators, 186
- nucleotide building blocks, of DNA, 823
- nucleus caudate, 243
- “nuisance variable,” in experiments, 67
- null moves, in chess, 605
- numbers, memorizing, 622, 700–701
- numeracy. *See also* statistical numeracy
- exerting a direct effect on affective responses, 496
 - focus on the acquired skill, 477
 - measured with the Berlin Numeracy Components Tests, 489
 - out-predicting fluid intelligence, 493–494
 - questions, 477
 - related to fluid intelligence, 490
 - scores predicting accuracy of disease risk interpretations, 477
 - skills, 616
 - standard for assessment, 477
 - supporting skilled decision making, 496
- numerical abilities, explaining life outcomes, 485
- numerical capacity, in infants, 617
- numerical stimuli, experts “seeing” differently, 619
- numerosity, 617, 619
- nurses
- handovers, 119
 - neonatal intensive care, 186
 - patient length of stay and, 519
- nursing, reviews of, 206
- Oates, Joyce Carol, 425
- obituaries, employed in case studies, 293
- object(s)
- apparent shapes of perceived to be closer to their assumed “real” shape, 582
 - domain-specific knowledge of, 584
 - drawing, 577
 - identifying, 585
 - recognizing, 241
 - types of, 584
- object structure, 584, 590
- object-based attention, 155
- objective achievement, study of expertise focusing on, 13
- objective binary coding, of pixels, 588
- objective constraints, limiting expert performance, 143
- objective criteria, 295
- sports with and without, 273
- objective definitions, of expertise, 49–51
- objective exceptional performance, expertise demonstrated by, 49
- objective measures
- obtained, 301
 - of a teacher’s relative performance, 747
- objective metrics, of drawing accuracy, 590
- objective performance
- measuring by improvements and outcomes, 747
 - measuring in an age-independent manner, 750
 - on representative tasks, 755

- objective representative performance, 760
 objective scoring systems, determining expertise, 314
 Objective Standardized Assessment of Technical Skills (OSATS), 340
 Objective Structured Clinical Examination (OSCE), 340
 objectivity, of scientists, 137
 observable behavior, 63, 304
 observable differences, between experts and novices, 15
 observation, novices coming to understand and form goal states, 114
 observational drawing
 entailing intense and prolonged perceptual engagement, 577
 not guided exclusively by visual information, 584
 psychological explanations for skill in, 580–586
 supporting more accurate, 584
 observational drawing skill, aspects of perception
 associated with, 580
 observational rendering, of realistic two-dimensional images, 577
 observational reports, containing errors and partial truths, 90
 observational studies, 271
 observational verification, of a forecaster's model, 186
 observations
 available to appraise leader performance, 298
 of cases as structured or unstructured, 292
 of designers, 373
 as a method for measuring expert teams, 518
 studying self-regulation of learning, 277
 observers, 684
 obstacles, identified, 444
 obstetrics, gave up forceps in favor of the Caesarean section, 444
 "Occam's razor," 135
 occipital lobe, 156
 occipital visual areas, 240
 occipito-temporal junction (OTJ), 241
 occlusion techniques, 679
 occupation(s)
 differentiating in terms of service orientation and "moral community," 128
 with goals, practices, and outcomes manifested situationally, 107
 interest and willingness to learn, 120
 as learned, not taught, 113
 occupational and practitioner interests, 131
 work of linked or similar becoming indistinct, 132
 occupational activity, manifested in concrete situations, 110
 occupational capacities
 developing, 120, 121
 historical perspective of the development of, 113
 learnt through participation, 113
 maintaining across working lives, 114
 occupational change (rationalization), 131
 occupational closure, resulting in monopoly, 130
 occupational competence
 described, 109
 explanatory account of, 122
 key premises for developing, 120
 occupational elements, learned through experience, 111
 occupational experiences, promoting depth of understanding, 108
 occupational expert, no such entity as, 111
 occupational expertise
 bases of, 109–113
 central to achieving societal and economic needs, 107
 cognitive and socio-cultural accounts of, 121
 described, 105, 109
 developing and sustaining through work activities and interactions, 107–109, 113–116
 developing through everyday work activities and interactions, 105–122
 difficult to codify, 112
 domains of, 111
 predating provisions of education and training programs, 113
 premised in the circumstances of where practiced, 111
 represented as a product of personal history of experiences, 112
 skepticism about institutionalized, "schooled" activities, 106
 occupational goal states, gaining access to, 119
 occupational group, seeking a monopoly, 129
 occupational identity, group constructing, 131
 occupational knowledge
 domains of, 111–113
 making accessible, 119
 securing, 113
 "occupational level," 225
 occupational performance, 111, 774
 occupational practice
 foundational domains of, 112
 identifying qualities of, 122
 learning, 118
 occupational roles, legal, 137
 occupational tasks, 109, 111
 occupational values or dispositions, derived socially, 110
 occupational workers, all having expertise, 129
 OCD, leading to dystonia-triggering behaviors, 564
 Ocean, Humphrey, 592
 ocular fixations of experts, 679
 offshore drillers, situation awareness in, 458

- offshore well control, simulations for research and training in, 465
- Ogasawara, Naofumi, 626
- “old” or “older,” no general consensus on, 835
- older adults
- benefiting less from training, 846
 - expert performance in, 839–840
 - increasing attentional costs exerted by simple bodily functions, 847
 - maintaining high levels of skill, 849
 - recruitment of symmetrically contralateral brain regions, 844
 - rediscovery of as valuable participants in the work force, 849
- older amateur musicians’ rhythmic timing, 845
- older chess experts, 844
- older chess players. *See also* chess players
- diminishing return for cumulative purposeful practice, 846
 - needing greater current practice than younger players, 843
 - showing a second inflection point, 847
- older experts
- accomplishments presenting a puzzle, 835
 - actively maintaining specific skills, 849
 - compensating for age-related declines, 843
 - increasing difficulty expected to learn new techniques, 846
 - investing deliberate effort into the development of skills, 840
 - maintaining performance into older age, 75, 835
 - performance of exempted from age-related slowing, 838
 - showing “normal” age-graded declines, 840
 - stability of performance in, 840
 - timing skills protected from age-related decline, 841
 - undergoing decline from an initially higher baseline, 839
- older individuals, adopting compensatory mechanisms, 844
- older musicians. *See also* musicians
- advantages in auditory processing, 847
 - compensating for decline in primary auditory cortices, 842
- older pianists. *See also* pianists
- counteracting losses in motor performance through practice, 540
 - maintaining levels of performance for expert, 844
 - maintenance practice by expert, 761
 - performance correlated with the amount of practice alone for expert, 761
 - years of “experience” compared to amount of deliberate practice for amateur, 846
- olfactory expertise, 237, 239
- olfactory experts, as rare, 238
- Olympic medal winners, on performance characteristics needed to become an expert, 275
- one-on-one instruction, 756
- on-field anticipatory performance, 689
- ongoing and desired performance, connection between, 542
- online methods of data collection and verification, 266
- online tutoring program, on using graphs, 496
- on-the-job expertise acquisition, 398
- ontogenetic development, 111
- ontogenetic ritualization, 121
- open information sharing, 403
- open sports, 705
- openings, in chess, 602
- openness to experience, 391
- operas, 314, 315
- “operating conditions,” of science, 136
- operational domain, stress, fatigue, and workload occurring as a function of, 719
- operational experts, working independently, 185
- operations component, of numeracy, 488
- operators. *See* nuclear power operators; vehicle operators
- “opportunism,” 384
- “opportunistic” behavior, of designers, 383
- optimal designs, including multiple assessments/timepoints, 263
- optimal environments, for reaching high levels of expertise, 625
- optimization methods, 479
- options analysis, 179
- options and outcomes, feeling the weight of various, 483
- oral history, employed in case studies, 293
- oral mode, lexical coverage in, 636
- orbitofrontal cortex, olfactory expertise and, 239
- Orca mothers, 53
- orchestra conductors, 538, 557
- orchestra members, performance of, 747
- order, imposing on uncertainty, 375
- order of operations, mature deployment of, 155
- ordinary occupation, expertise as the base of, 142
- organic macromolecules, 823
- organisms, responding to the present by using the past, 820
- organizational climate, 522, 523
- organizational professionalism, 131
- organizational psychology, 838
- organizational routines, 444
- organizations
- facing highly competitive markets and continued change, 510
 - having to meet to be professionally successful, 106
 - implementing cooperative reward structures, 511
 - virtuality in as growing, 516
- organized/formal “practice,” contrasted to “play,” 265

- orientation, found in taxi drivers, 245
- original approach, 813
- Orosco, José, 827
- outcome variables, 357
- outcomes
- assessment of, 295
 - cases appraised with respect to, 297
 - not identical for all individuals, 551
 - of teaching affected by numerous factors, 445
- outline, preparing, 418
- output, of highly influential works, 314
- outstanding achievement, relation between age and, 320
- outstanding designers, 373
- outstanding performance, resting on specific mechanisms, 839
- overall memory, compared to selective memory, 708
- overlearned sensory motor programs, 564
- over-pattern matching, as a risk, 724
- “overtraining,” 318
- oxygen, maintaining normal race pace, 749
- oxytocin, increased release of, 553
- Oz display, for pilots, 367
- pain syndromes, neural studies of, 566
- painting, using modern materials for, 827
- pairwise comparison, as a measurement of SMM, 512
- paradigm, 166, 642. *See also* problem-solving model
- paradigmatic decision domains, 486
- paradigmatic decision making competency, 488
- parahippocampal area, 238
- parahippocampal gyrus (PHG), 240, 242, 243, 244
- parahippocampal place area, 157
- parents
- designing optimal environments, 625
 - helping children plan practice and to identify errors and sustain attention, 756
 - rejecting consensual medical evidence, 22
- parietal cortex, 247
- parietal lobe, 555
- Parsons, on professions, 128
- partial structure, of a solution space, 378
- participant and non-participant observation methods, 373
- participant follow-up, 281
- participant observation research, 260
- participant-observer studies, 374
- participants
- attaining eminence in some domain, 313
 - attrition of, 281
 - in cultural activities, 435
 - giving similar tasks many times, 700
 - inferring reasons for decisions, 195
 - seeking to attain an acceptable level of performance in a new activity, 393
- participation, predicted theoretical influence, 301
- participation rates, in chess, 608
- Pascal, Blaise, 479
- passive learning, idea of, 393
- past experiences, 265
- patent trends, throughout Edison’s career, 296
- path independence, 487
- pathophysiological explanations, demonstrating the intermediate effect, 803
- pathophysiological mechanisms, descriptions of, 337
- paths, to expert performance, 76
- pathways, as means of organizing learning, 118
- patients
- care of, 119
 - length of stay, 519
 - with musician’s dystonia, 568
 - outcomes, 342, 747
 - presentations, 344
 - satisfaction ratings, 747
- pattern(s). *See also* chunks
- allowing experts to retrieve suitable actions from memory, 11
 - with associated action patterns, 115
 - of chess pieces, 697
 - as configurations of cues, 455
 - defined across multiple data types, 455
 - experts extracting, 481
 - identifying, 661
 - mediating improvement in skill, 11
 - much of language composed of, 643
 - occurring within the sport domain, 684
 - order of presenting, 683
 - slow acquisition of more complex and refined in LTM, 697
- pattern matching, 722
- experts’ ability to use, 456
 - facility with significantly correlated with SA, 722
 - to learned schema, 722
 - skills coming into play, 725
 - some people better at, 722
- pattern recall, 682, 683
- pattern recognition
- closely related to pattern recall, 682
 - delineating in entrepreneurs, 392
 - essential information needed to guide, 684
 - probing a performer’s ability to recognize rapidly, 682
 - providing a better representational structure, 599
 - role in move selection in chess, 598
 - underpinning skill in chess, 603
- Pauling, Linus, 823

- PDSA (Plan/Do/Study/Act/) cycles, 444
- peak, specific location of, 320
- peak height velocity (PHV), 276
- peak performance, 273, 750
- peak rating, predicting in chess, 608
- peak skill development, pattern of, 53
- pear, drawing from observation, 577
- pedagogic practices, as part of everyday work activities, 117
- pedagogical content knowledge, 441
- pedaling, as a highly refined skill, 561
- peer reviews, 137–138
- peer-nominations, by professionals in the same domain, 4
- peer-report method, for measuring expert teams, 518
- peers
- assessing superior outcomes of experts, 746
 - described, 137
 - relying on secondary and non-specific information, 746
- people, as goal driven, 718
- people moving, across our planet, 356–357
- perceived system information, 721
- perceiving body, 34
- perceiving visual stimuli, relationship with accurate drawing, 583
- perception. *See also* hazard perception; visual perception
- centrality of, 152
 - changing across development, 151
 - collaborating with action, 35
 - complex, 152
 - concentrating attention during, 816
 - conscious, 581
 - directing attention during, 816
 - everyday, 577
 - in expertise, 151–160
 - expert-level, 157
 - hypothetical relations with drawing, 579
 - imagined objects interfering with, 157
 - influenced by experiences, 151
 - intertwined with development of expertise, 151
 - involving “bottom-up” and “top-down” processing, 580
 - of mathematical experts, 619–620
 - of music, 550, 554
 - never separate from action, 151
 - of relevant information from the environment, 715
 - risk, 486, 487
 - role in the acquisition and deployment of expertise, 152
 - sensory, 566, 567
 - shogi, 243
 - skilled, 274
 - skilled object, 242
 - tuning, 152
- perception and action, connection between, 151, 157
- Perception research category, for transportation, 357
- perceptual advantages, of artists as real, 580
- perceptual and memory mechanisms, underpinning skilled performance, 597
- perceptual and motor skills, art and art education and, 592
- perceptual constancies, 581
- perceptual diagnosis, limitation to a domain, 67
- perceptual discovery learning, 689
- perceptual discrimination and pattern perception, 454
- perceptual encoding, 581
- perceptual experience
- in the course of the acquisition of expertise, 151
 - expertise changing low-level, 157–160
- perceptual expertise, 235–239
- categories of, 151
 - rarely necessary to complete skilled conceptual tasks, 154
 - structural brain changes in, 239
- perceptual information, differential use of, 679–680
- perceptual judgment errors, positive correlations with drawing errors, 581
- perceptual learning. *See also* learning
- acquiring, 454
 - activities as “the very foundation of intelligence,” 774
 - aspects relevant to visual art, 578
 - impact on higher level mathematical skills, 619
 - theorists, 680
- perceptual mechanisms
- deployment of, 152
 - impact of, 151
 - sequential operations of, 153
- perceptual memories, differences in, 362
- perceptual processes
- across different domains, 578
 - factors influencing, 716
 - pure, 152
- perceptual processing, 235
- perceptual regions, 157
- perceptual routines, role in expertise, 152–156
- perceptual sequences, early recognition of, 681
- perceptual skill differences, tracing by examining eye movements, 598
- perceptual skills
- learning appropriate, 152
 - providing a critical edge, 455
- perceptual speed and psychomotor abilities, predictive validity for task performance, 222
- perceptual strategies, 153
- perceptual task, facilitating creative thinking, 816
- perceptual training. *See also* training
- accelerating the rate at which anticipatory skills are required, 688
 - producing dramatic gains increasing accuracy and reducing response times, 620

- perceptual training (cont.)
 requiring learners to make anticipatory judgments while watching occluded video clips, 688
- perceptual-cognitive skills
 acquired in one domain being exploiting in other domains, 660
 exploring interactions between, 663–665
 importance of differing across task constrains, 664
 relationships with practice activities, 658–660
 transferring across related sports, 660
 underpinning anticipation and decision making, 653, 669
- perceptual-motor activity, 152
- perceptual-motor adaptation, of musicians, 543
- perceptual-motor integration themes, 591
- perceptual-motor procedures, 77
- perceptual-motor processes, 155, 759
- perceptual-motor processing networks, conceptual tasks offloaded onto, 152
- perceptual-motor routines, aligning with existing representations, 156
- perceptual-motor skills, expertise in, 67
- percussionists, 543
- perfect pitch. *See* “absolute” or “perfect” pitch
- perfectionism
 attitude of, 420
 characterizing writer’s block, 422
- performance. *See also* deliberate performance; expert performance; superior performance
 accuracy of, 62
 assessing, 44, 747
 attaining a functional level of, 75
 attributes, characteristics, competencies and skills underpinning, 666
 automatized and transformed through practice to skilled, 115
 averaging across multiple experts, 316
 changing as a function of age, 314
 in clinical practice, 344
 constraints of in music, 544
 control and reproducibility of, 759
 development of, 275, 750–752
 differences between usual and maximal, 847
 as directly observed behavior, 667
 distinguished from learning, 667
 effectiveness of practice activities to improve, 759–763
 effects of accumulated experience on attained level of, 752–754
 effortful exertion to improve, 424
 as expertise, 21–22
 of experts, 67
 fluctuations idiosyncratic to that particular person, 316
 fluctuations of, 228
 generating virtually automatically with a minimal amount of effort, 753
 high level inherent in the notion of being expert, 36
 hypothetical development of, 272
 improving, 344, 668
 indicators, 762
 interdependence of, 220–221
 IQ, age-graded declines in, 837
 limited by more basic and narrow abilities, 222
 maintained in old age for speeded expertise tasks, 843
 measures in historiometric inquiries, 314
 measures taken in the simulation laboratory and in patient care contexts, 342
 measures taken under artificial laboratory conditions, 221
 measuring, 272, 700
 of a musical piece, 539
 not solely dependent on the efforts of the individual performer, 220
 outcome, measuring between various sports, 285
 placing within context, 274
 reaching a plateau, 752, 754
 related to the difficulty level of the sight-reading task, 707
 representative in domains, 12
 reproducible, 4, 23, 750–752
 restriction of range of, 220
 studying the development of, 274–276
 success depending on the actions or behaviors of others, or on environmental influences, 220
 systems used to collect data, 258
 tests yielding predictive scores differing at different ages, 752
 tracing the development of, 746–748
- performance characteristics
 specific, 274–276
 studying general, 276–277
 subject to change to a much larger degree, 278
 unraveling, 272
- performance domains, 50
- performance means, over task practice, 219
- performance metrics, related to quality of precision movements, 340
- performance modeling, 777
- performatory activities, producing an expected result, 775
- performers
 comparison of young to already elite counterparts, 265
 diaries of, 259
 modifying behavior when observed, 260
 reaching highest level of performance in mid-to-late 20s, 750
- Periodic Table of Expertises, 24, 25–26
- periodization, 264

- peripheral vision, 686
- person relative motion information, facilitating pattern recognition, 661
- personal domains, of occupational knowledge, 109, 111–113, 115
- personal epistemologies, 117, 120–121, 122
- personal experience, affecting perceptual experience, 151
- personal mediation, of individuals, 109
- “personal professional theories,” 106
- personality
- of chess players, 607
 - diversity influencing team relationships, 515
 - individual-difference variables like, 592
- personality traits. *See also* affective traits
- measures correlating with success, 224
 - as predictors of change over time in leadership efficacy, 520
- personality variables, 390, 391
- personalized CMC, positive effect on extra-group network size and structural holes, 517
- personalized training tasks, 806
- personally oriented heuristic deliberation, 483
- person-dependent process, of learning and developing domains of occupational knowledge, 121
- person–environment coupling, as the unit of analysis, 771
- persons. *See also* individuals
- having the opportunity to make their own decisions, 498
- persons and world, inescapable relation between, 34, 38
- “persons-in-the-shadow,” role of, 107
- persuasion, inherently intersubjective, 403
- “the phantom plateau,” examples of, 194
- phatic communion, 645
- PhAVE List* for phrasal verbs, 647
- PhD candidates, productive writing by, 420
- phenomenological account, of improvising jazz on the piano, 540
- phenomenological approach, investigating transition experiences of developing athletes, 262
- phenomenology, founder of, 34
- PHG. *See* parahippocampal gyrus (PHG)
- Philosophical Transactions of the Royal Society* in 1665, 137
- phrasal verbs, 644
- Phrasal Verbs Machine* application, 648
- PHRASE List* for non-transparent formulaic sequences, 647
- physical actions, performing more automatically, 722
- physical and mental resources, showing differential age-related changes, 845
- physical capacities, tending to peak around the age of thirty, 273
- physical demands, of musical instruments, 564
- physical environments, 154, 466
- physical exercise program, during space flights, 754
- physical growth spurt, 276
- physical limitations, on performance at high levels of expertise, 217
- physical or cognitive abilities, small differences
- exaggerated as performers reach elite levels, 43
- physical process, changing, 178
- physical setting, for design thoughts, 380
- physical skills
- developing required, 729
 - non-conscious levels becoming automated, 114
- physical tasks, automaticity of, 722
- physical traits, 213
- physical traumata, 566
- physicians. *See also* medical doctors
- accuracy in diagnosis after hearing the chief complaint, 332
 - clinical judgment not cultivated using a deliberate-practice approach, 779
 - exceptional identifying common themes, 345
 - experienced, outperformed medical students on diagnostic performance, 802
 - expert having a more differentiated knowledge of diseases, 66
 - expert representing diseases as an extended process, 71
 - full scope of expertise, 780
 - looking for negative reactions to medications, 724
 - peer nomination of, 344
 - referring to comfort level while deciding to continue with laparoscopic surgery, 464
- physics, studied by thinking aloud procedure, 63
- physics problem solvers, expert and novice sorted groups of problems, 69
- physics problems, from introductory college courses, 195
- physiological adaptations, of musicians, 542–543
- physiological characteristics, of adults, 754
- physiological factors, limiting performance of selected individuals, 543
- physiological fitness, of astronauts reduced during low-gravity space travel, 754
- physiological limits, of musical performance, 544
- physiology and anatomy, adapting to particular types of training and experience, 752
- Piaf, Edith, 552
- pianists. *See also* expert pianists; older pianists
- actual practice behavior of professional, 207
 - central sulcus depth in, 560
 - cramp, 563
 - deliberate practice for, 757
 - drawing on a whole set of complex skills, 550
 - early start of training, 536
 - effect of expertise on life-long plasticity for middle-aged, 560

- pianists (cont.)
- experiences from a very young age, 554
 - expert and amateur of different ages, 843
 - hand-independence in rhythmic timing, 837
 - movement inhibition following a stop signal in, 567
 - observing video sequences of a moving hand at the piano, 558
 - obtaining an objective measure of abilities, 562
 - older professional showing normal age-related declines, 843
 - optimized functionality of neural structures, 563
 - practice hours accumulated by amateur, 654
 - predicting regularity in scale playing of adult, 540
 - requiring increased sensitive tactile discrimination, 543
 - right hand more frequently involved, 564
 - showed more gray matter in specific regions, 562
 - showed no extra activation to accommodate task complexity, 841
 - summary of the results of the study on, 562
 - tapping faster and more accurately than controls, 543
 - targeting the middle putamen in the basal ganglia, 561
 - tending to be practice fanatics, 537
 - trained to perform memorized pieces, 746
- piano, 40 million Chinese seriously playing now, 544
- piano lessons, older participants showing improvements, 848
- piano playing
- causal relationship with enlargement of the corpus callosum, 560
 - practice time as the only predictor of variation in “temporal evenness” in playing scales, 262
 - role of pedaling in, 561
 - skill level of, 561
 - starting students with basic techniques, 751
- piano tones, responses to in musicians, 557
- Picasso, Pablo, 625, 826, 831
- pieces (musical)
- deemed unplayable at the time of their composition, 544
 - learning new and working on difficult spots as most effortful and not enjoyable, 538
 - polishing of, 539
- PIFS (Practical Intelligence for School) program, 783–784
- pilot error, 727
- Pilot-in-the-plane principle, 395
- pilots. *See also* civilian aircraft pilots; experienced pilots; expert pilots; military pilots; novice pilots
- anticipating engine failures, 723
 - better, gathered more information, 725
 - better, more attuned to constraints, 725
 - with better SA, 725
 - developing mental models, 720
 - experienced, better at directing attention to critical cues, 721
 - experienced, having more automated skill and a more refined mental model, 717
 - experienced, outperformed the inexperienced, 728
 - glider, performed better on a divided attention task, 725
 - keeping track of many factors, 715
 - learning to communicate with ATC and to scan their instruments, 723
 - less experienced, accounting for the majority of aviation accidents and fatalities, 726
 - less experienced, flew more stable approaches in black hole conditions, 360
 - less experienced, having problems dealing with distractions and high workload, 728
 - line, dealt more at the level of comprehension (Level 2 SA), 726
 - more experienced, actively modified the situation, 360
 - older, gaining less from simulator training, 846
 - poorer, interpreting cues inappropriately and under estimating risk, 725
 - projection taking up a considerable portion of time, 734
 - risk assessment during a hypothetical windshear situation at takeoff, 464
 - running procedural checklists to make sure they check each item, 723
 - SA and expertise in, 726–730
 - SA errors, 715
 - selected through a number of screening tests and highly trained, 726
 - simulator training affecting gains for a variety of tasks, 846
 - societal expectations for, 109
 - trainee, permitted to solo, but not allowed to take passengers, 357
 - using simulation data to examine decision processes in, 465
- piriform cortex, enlarged in perfumers, 239
- piriform gyrus, olfactory expertise and, 239
- “the pitch”
- consisting of an entrepreneur targeting particular stakeholders, 399
 - nomenclature of, 399
- itches (musical)
- accurate discrimination for, 543
 - naming without a reference pitch, 551
 - perception absent or highly deficient, 552
- pitfalls, as artifacts of technology, 466
- PL (perceptual learning), 620
- place of performance, musicians adjusting performance to, 73
- Plan/Do/Study/Act cycles, of improvement science, 446
- planning, 179, 277
- addressing, 61
 - for the future, 433

- goals of, 462
 increased with higher skill, 206
 reducing mistakes and failures in chess, 702
 scheduling systems and, 97
 skills in the sciences, 294
 for writing, 414
- plasticity. *See also* brain plasticity
 adaptability and, 660
 coping with variation and change, 41
 involving the sensitivity of systems, 42
- plateaus
 as a consequence of strategies used, 194
 in improvements, 393
 performance reaching, 752, 754–757
 in professional domains, 752
- platinum wire, configured as a possible burner, 818
- platoon leaders
 as the entry-level officer position, 730
 gathering information from the battlefield environment, 731
 inexperienced, having difficulties with forming good SA, 733
 new, having difficulty projecting a likely enemy course of action, 733
- play and exploration, primary competencies and, 43
- players
 positioning, 664
 representing mentally where teammates and opposing players are, 706
- playing technique, alteration of at a later age, 566
- PMd premotor areas, engaged in abacus experts, 241
- pMTG (posterior MTG)
 activated by chess objects, 243
 engaged in both experts and novices, 243
 sending processed information about body motion, 247
 smaller in chess experts than in non-players, 245
- poetry, scaffolding for forms of, 42
- poetry composition, fMRI study of, 418
- poets, 418, 422, 426
- Poincaré, Henri, 813, 814
- point in life, 551
- point-light displays, reducing complex visual displays, 680
- points-of-view, observing teams from selected, 168
- poker, participants confronting challenging situations, 203
- Polanyi, Michael, 92, 772
- Polgar sisters, 609, 625
- policy-capturing models, success of applying, 777
- political fragmentation, 318
- political leaders, assessed with respect to assassination attempts and successful assassinations, 295
- political tactics, variables bearing on, 299
- Pollock, Jackson, 826
- polychronicity, 513
- polymodal association cortices, 558
- polyrhythms, piano players mastering, 751
- polysemous words, 642
- pop music, with improvised structures, 566
- “popular obedience to the law,” as the sole source of legitimate rule, 131
- popular understanding, 25
- population trends, multilevel model describing, 280
- porcelain, manufacturing, 117
- positive domain-general cognitive outcomes, 847
- positive knowledge, assisting to effectively achieve goals, 115
- positive monotonic function, resembling a learning curve, 311
- positron emission tomography (PET), 415
- post hoc ergo propter hoc* errors, 266
- postcentral gyrus, 562
- posterior cingulate, 243
- posterior cingulate gyrus, 237
- posterior cuneus at the medial side of the brain, 243
- posterior hippocampus, 240
 enlarged for taxi drivers, 245
- posterior parietal area, 555
- posterior parts of the cingulate, 244
- posterior precuneus, 243
- posterior superior temporal gyrus, 559
- post-peak decline, varying according to the particular domain, 320
- post-training brain scan, for taxi drivers, 245
- postural cues, 661, 663
- postural information, access to, 664
- potential interaction, between different perceptual-cognitive skills, 663
- pottery, placing hands upon those of novice potters, 117
- potter’s wheel, 118
- poured paintings, of Jackson Pollock, 826–827
- power
 of elites, 139
 in knowledge, 87
- power and control, linking expertise to, 21
- power athletes, 248
- powerboat drivers, 359
- powered flight, Wright brothers’ development of, 300
- PPIK (intelligence-as-Process, Personality, Interests, and Intelligence-as-Knowledge), 227, 228
- practical decision-relevance, inductive logic, 479
- practical inductive reasoning, decision makers skilled in, 483
- practical intelligence
 as acquisition and use of tacit knowledge, 774–776
 commonality among measures of general tacit knowledge, 775

- practical intelligence (cont.)
 defined, 774,
 developing, 780–784
 differences in appearing during the middle school
 years, 783
 increasing prediction of both academic and
 extracurricular success, 779
 leveraging conceptual alignment with ecological
 theories, 784
 practical intelligence and tacit knowledge, theory of, 771,
 784, 785
 Practical Intelligence for School (PIFS) program, 783–784
 practical know-how, essential to expertise, 781
 practical problems, applying tacit knowledge to, 774
 practical skills, research on high levels of, 65
 practically intelligent behavior, addressing directly, 780
 practice. *See also* deliberate practice; effective practice;
 purposeful practice; team practice
 age-related constraints on improvement through,
 846–847
 all types not equally effective in improving performance,
 760
 amount not correlated with performance for beginning
 music students, 760
 amount of, significantly related to level of performance,
 537
 based on mentoring or expert instructional guidance, 464
 characteristics of when the performer is in control, 260
 comparing methods, 759
 data, 265
 differences between different types of, 709
 durations, 537
 in effectuation, 398
 enhancing the quality of, 538
 evaluations of the micro-structure of, 258
 experiences, 654–656
 for expert calculators, 625
 with feedback improving memory performance, 698
 as a function of time in season, 264
 gauging amounts of, 264
 high levels of seen in creative writers, 424
 increasing performance through, 536–539
 investing the time, 536–538
 lacking inherent enjoyment, 538
 as maintenance work, 539
 methods for assessing, 759
 motivated by a greater objective to improve
 performance, 398
 permitting learners to acquire key, functional aspects of a
 task in a more transferable manner, 343
 play related activities in sport and, 659
 quality of, 258
 rate of intensity declining after age 50, 842
 reductions in leading to inferior performance, 763
 related to improvements in working memory support of
 chess playing, 703
 relating to anticipatory skill, 687
 relation to attained performance, 761
 remaining the key to practical accomplishment, 28
 required to become socially competent, 393
 required to develop skills and execute these complex
 tasks, 551
 role and manifestation not identical in all musical
 genres, 536
 schedules, 260, 668
 settings, 121
 systematic observation of, 260
 taking into account current ways of being, 36
 with zeal, 654
 practice activities
 current amount of, 393
 differential effectiveness of, 759–763
 hours accumulated by violinists, 654
 identifying types of leading to specific skills, 656
 improving specific aspects in a protected environment, 75
 individually determined as deliberate practice, 265
 meeting several of the criteria for deliberate practice, 758
 modifying mechanisms mediating performance, 709
 negatively related to mortality in the coronary care
 unit, 345
 of older expert pianists, 761
 outside the target domain, 659
 versus “play” activities, 265
 relationships with specific perceptual-cognitive skills,
 658–660
 relevant differing across domains, 393
 taking account of the performer’s current skill level, 398
 testing on a micro-level, 656
 types of, 759
 underpinning anticipation and decision making, 665
 practice activity data, collecting and assessing, 257–266
 practice alone, changes in the effects of, 760–761
 practice and play related activities in sport, leading to
 specific adaptations in memory, 660
 practice conditions, 667, 668
 practice curriculum, 117–119
 practice environments
 developing, 18
 randomness and unpredictability of, 260
 “practice guidelines,” prescribing the “correct”
 approach, 347
 practice histories
 analyses of successful and less successful individuals, 262
 gaining across multiple age groups, 266

- information, 264
- of sub-experts in music, 537
- various approaches to, having strengths and weaknesses, 266
- practice history profiles (the macro level), 654–656, 658
- practice hours
 - in an Academy setting as quite fixed, 659
 - during childhood lower than in adolescence and adulthood, 560
 - cumulative, 561
- practice pedagogies, 119–120, 121
- practice periodization, in sport, 656
- practice tasks
 - in entrepreneurship, 398
 - in industrial process control compared with law, 402
 - involving teams and constellations of individuals, 401
 - selected by a teacher, 424
- practice time, using effectively, 760
- practice-based activities and interactions, ignoring, 113
- practice-based adaptations, 665
- practice-based experiences, 112
- practice-based expertise, 53
- practice-based instructional support, 106
- practice-based learning, 108
- practice-plasticity-processes model, 610
- practices
 - of occupational knowledge, 110
 - of teachers across the highest achieving countries, 439
- practice/training blogs, 260
- practicing, as an effortful activity and a skill, 539
- pragmatic leadership style, 299
- Prairie House*, design Wright developed, 826
- precedents, 381–382
- precentral gyrus, 555
- precise information transfer, 645
- precision, accounting of, 214
- precocious impact, 320
- precuneus, 157, 243
- precursor, 363, 364
- prediction
 - of expert performance, 213, 216–221
 - as a key component of how experts overcome neural delays, 685
 - key to criterion-related validity, 215
- prediction period, shorter as more accurate, 666
- predictive and anticipatory behavior, role in expert performance, 677
- predictive gaze behavior, creating time by, 684–686
- predictive performance
 - of domain-specific experts and novices, 680
 - questioning the best way to improve, 688
- predictive power, of conventional numeracy, 489
- predictive reasoning, 394
- predictive saccade (a fast eye movement), produced by cricket batsmen, 685
- predictive strategies, useful in dealing with risk, 394
- predictive validity, 216
 - accumulated hours of practice, 537
 - estimating for the SAT, 216
 - of a measurement tool, 264
- predictor measures, 220
- predictors
 - criteria and, 223
 - of expertise in medicine, 345
 - of expertise in surgery, 345–346
- predisposing factors, 564, 565
- pre-existing individual differences, from a large Swedish twin study, 551
- preferred leadership style, measure of, 300
- preflight preparation, 726
- prefrontal cortex, exchanging information with, 247
- prefrontal regions of the brain, 838
- prehistoric art, archaeological evidence of, 576
- premature automaticity, 447
- premature closure, 334, 719
- pre-mission planning, 724, 726
- premorbid OCD, found in dystonia patients, 565
- premotor and motor areas, engaging, 243
- premotor area (PMA), 247, 555, 556
- premotor cortex (PMd), 241
- preparation, long periods of, 820
- preparatory (undergraduate) program, 6
- preparatory nature, activities not as enjoyable, 538
- pre-practice observation, 118
- prescriptions, versus descriptions, 265–266
- prescriptive feedback, providing sparingly, 668
- prescriptive project, 478
- present tense, in a journal article, 419
- preserved differentiation accounts, 839
- pressure, deteriorations in performance occurring under, 803
- prestige, accruing to those who develop expertise, 45
- prestige bias, in other human learners, 45
- pre-supplementary motor (pre-SMA) and rostral pre-motor regions, activating, 841
- prewriting, 415, 418, 421
- priests, in pre-modern societies, 127
- primary (direct) market research, results for entrepreneurship exercise, 406
- primary and secondary auditory areas (A1, A2), 554
- primary auditory area, 554
- primary auditory cortex (Heschl's gyrus), in professional musicians, 559
- “primary generator,” instantiating a solution concept, 375

- primary knowledge, 795
- primary mental abilities, 836
- primary motor area (M1), 555, 556
- primary motor cortex, 560
- primary olfactory areas (amygdala), 239
- primary or innate abilities, determining expertise
development, 837
- primary school students, benefiting from feedback, 800
- primary sensory-motor and inferior parietal cortices,
connectivity changes in, 568
- primary somatosensory area (S1), 555
- primary source knowledge, 25
- primes, man with an IQ of 67 generating and factorizing, 619
- principal component analysis, 279
- principal solution concept, 382
- principles, of occupational knowledge, 110
- principles and practices, underpinning adaption, 112
- prior ability profiles, 848
- prior examples, abstracting general principles from, 381
- prior knowledge and expectations, role in SA, 718
- private interests, pursuit of, 130
- private pilot's license, 357
- privately held knowledge, 93
- privileged networks of expertise, 22
- proactive leader sense-making, 456
- probabilistic functionalism, Egon Brunswik's theory of, 777
- probabilities
associated with events or outcomes of interest, 91
high, 662
- probability component, of numeracy, 488
- probability expressions, misinterpretations of, 494
- probability statements, 91
- probability theory, 479, 485
- probe questions, 176
- problem(s)
attending to important aspects of, 152
common, 205
definition, 386
exploring complex, 783
interactive discussions of specific, 92
simulating the complexity of actual, 777
tackling in a "difficult" way, 376
of writers, 414
- problem and solution, as co-evolving, 378
- problem formulation aspects, of design behavior, 377
- "problem frame," establishment of, 382
- problem framing
activity of, 385
by designers, 376–377
- "problem paradigm," of the designer, 377
- "problem scoping," successful design behavior based
on, 386
- problem setting, characteristic of professional reflective
practice, 376
- problem solvers
characteristics of expert, 86
expert and novice in physics, 69
successful, 462
- problem solving
all breeds of dogs showing about the same average level
of performance, 52
behavior, 375
classic work on general, 62
compared to designing, 376
computational models of, 605
computer programs modeling, 60
"exhibiting" some of the characteristics of, 62
exploring the power of knowledge in, 87
at high levels, 86
higher level theoretical constructs for, 61
information processing models of, 11
kinds and organizations of knowledge critical in
successful, 333
making contact with internal mechanisms of great extent
and complexity, 61
needed by experts, 774
in political science by experts and novices, 66
psychological theory of, 63
requiring imaginative groping towards a solution guided
by tacit clues, 774
studied using blindfold chess, 605
variables bearing on, 299
in virtually all domains of expertise, 541
- problem solving condition, 798
- problem solving operations, 72
- problem solving processes, in chess, 602–605
- problem space
of assessing clients and responding to requests, 112
finding efficient means to search, 86
of an occupation, 111
in which teachers work, 432
- "problem structuring" activities, at the beginning of the
design task, 377
- problem subcomponents, 155
- problematic situation, applying one's expertise to through
repeated search, 832
- "problem-based learning," creation of, 65
- problem–solution pair, 378, 381
- problem-solving architecture. *See* problem-solving model
- problem-solving knowledge, 91
- problem-solving methods, 93, 99
- problem-solving model, 99
- problem-specific transfer, 821
- procedural content knowledge (knowing), 342

- procedural knowledge, 106, 120, 773
- proceduralization, process of, 121
- procedure and regulation compliance, 98
- Proceedings of the Innovative Applications of Artificial Intelligence (IAAI) conference, 98
- process(es)
- everyday or practice-based, 106
 - fostering an output (team performance), 508
 - of writing, 415
- process control analyst, 402
- process models
- of problem-solving in chess, 605
 - understanding expertise in chess, 598
- process monitoring and control systems, analyzing real-time data, 96
- process tracing, 207
- process vs. product oriented examples, 798–799
- processing
- mechanisms underlying expert performance, 836
 - occurring rapidly, 718
 - restrictions in working memory, 797
 - speed of, 836, 838
- process-oriented
- vs. product-oriented worked examples, 801
 - worked examples, 798
- procrastination, 420, 421, 422
- prodigies
- as born or made in chess, 606–608
 - defined, 625
 - described, 751
 - distinguishing in mathematics, 616
 - possibility of accelerating typical development as unknown, 540
- product, imaginary, 405–406
- product and services, personalized recommendations of, 98
- product plans, employed in case studies, 293
- production rules, 11, 87
- production systems, building psychological simulations, 88
- “productive confusion,” inducing, 435
- productive knowledge, 642
- productive struggle, producing learning, 439
- productive thinking and insight, 817
- productivity, in the final years of a career, 320
- product-oriented worked examples, 798
- profession(s)
- as an alternative approach to the hierarchy of bureaucratic organizations, 129
 - “capturing” states and negotiating “regulative bargains” with states, 129
 - developing agreed terminology, 132
 - difficulties defining, 128
 - as the knowledge-based category of service occupations, 130
 - needing to close markets, 130
 - science as, 137
 - as the structural, occupational and institutional arrangements for work, 130
- professional actors, deep encoding by, 63
- professional associations
- akin to communities of practice, 781
 - certifying acceptable performance and the permission to practice, 9
 - membership of, 130
- professional communication, 413
- professional competence, age-related reductions affecting, 838
- professional decision making, expertise in, 66
- professional design, expertise in, 372–386
- professional designers, think-aloud verbalizations by, 206
- professional development
- focusing on, 66
 - in teaching, 443
- professional development program, 448
- professional domains, evidence for plateaus, 752
- professional engagement, 142
- professional experience, 346, 846
- professional expertise
- age-comparative studies of, 840
 - consisting of two related dimensions, 142
 - different types of, 15
- professional groups
- conceptualized in terms of exclusionary social closure in the marketplace, 129
 - sociology of, 128
- professional interpreters, 704, 705
- professional mathematicians, 628
- professional musicians. *See also* musicians
- aged 50 to 77 years of age, 848
 - larger middle section of the corpus callosum, 560
 - most suffering from medical problems, 544
 - outperformed controls, 848
 - poor performance on tests of musical talent, 836
- professional project, 129
- professional scientific identities, defining in science, 137
- professional singers. *See* singers
- professional skill or expertise, in domains with extreme demands on speed and accuracy, 839
- professional values and identities, development in workers of shared, 130
- professional work. *See also* work
- differentiating from human work in general, 132
 - epistemology of, 132–134
 - speed-up of, 96

- professional writers. *See also* writers
- characteristics of, 416–422
 - crafting knowledge to the needs of a specific audience, 423
 - domain expertise of, 419
 - drawing upon language patterns stored in long-term memory, 424
 - engaging the reader in deep comprehension, 416
 - ethnographic survey studies of, 424
 - facing frustrations, anxieties, and other negative emotions, 421
 - improving writing skills, 424
 - many specific kinds of, 426
 - needing to continue training through an apprenticeship, 425
 - rapidly assembling a first draft, 419
 - reviewing texts for the “form or shape of their argument,” 423
 - as self-motivated, 420
- professional writing
- defining, 413–414
 - deliberate practice in, 75
 - reflecting expertise in a particular genre and domain, 426
- professional writing expertise, 413–426
- professional–client relationship, in science, 136
- professionalism
- appeal as a mechanism of occupational change, 132
 - depending on socio-cognitive competence, 142
 - dominating in fields where new standards for best practice need to be established, 143
 - force for stability and freedom, 128
 - implying the importance of trust in economic relations, 129
 - institutionalizing expertise in industrialized countries, 127
 - as knowledge-based work, 132
 - needed to establish standards in a domain, 143
 - needed to turn excellence into paid work, 142
 - occupational control and, 131–132
 - powerful motivating force of control “at a distance,” 131
 - providing a normative value, 128
 - providing complex, discretionary services to the public, 130
 - requiring professionals to be worthy of trust, 129
 - sociology of professional groups, 128
 - subjecting individuals to the needs of the community, 128
 - as a unique form of occupational control of work, 130
- professionalization, 129, 131
- professionals
- accumulating experience without increasing objective performance, 75
 - expert role attributed to, 141
 - extensively engaged in dealing with risk, 130
 - many working independently without peers, 746
 - most reaching a stable, average level of performance, 745
 - some acquiring confidential information, 129
 - “professionals profess,” 129
- professors, 221
- Programme for International Student Assessment, lessons from, 477
- Programme of International Assessment of Adult Competence data (OECD), 114
- programs
- designed to directly develop essential probabilistic reasoning skills, 497
 - functioning as “mid-range” theoretical constructs, 63
- progressive deepening, 604
- progressive temporal occlusion, 679
- projections
- creating contingency plans for avoiding or dealing with negative events, 724
 - from current events and dynamics to anticipate future events, 716
- projects, working on multiple, 296
- Prolog computing language, 89
- prolonged learning, expertise as an outcome of, 51
- promising moves, ability to recognize in chess, 820
- proof-by-contradiction, method for, 87
- proofs, LT creating some novel, 60
- propeller, amounting to an air screw, 819
- properties, using to specify relations, 99
- property, expertise as, 23
- proposal writer, case study of, 419
- propositional knowledge, depth of, 120
- propositional networks, 333
- propositions
- taking the form of two concepts linked by a statement of relationship, 178
 - within a Concept Map, 176
- proprioceptive input, 568
- prosopagnosia, difficulty perceiving faces, 235
- prospect evaluation, 489, 490
- prostatectomies, completed by inexperienced practitioners, 346
- protective mechanisms, guaranteeing that older employees are more likely to be in stable positions, 849
- proteins, 823
- “protestant science policy,” 135
- protocol analysis
- applications to expert performance, 203–206
 - capturing expert thought with, 192–207, 749
 - as a methodology, 195–198
 - methods of, 15, 193
 - as a primary tool, 207
- prototype user-interfaces, formative evaluation of, 187
- prototypes, 333
- prototypical cases, knowledge of, 99

- prototypical situations. *See also* schema(s)
learning, 722
- proven experience, of an expert, 127
- proverbs, 644, 779
- proximal cues, 777
- “pseudo expertise,” 16, 431
- psychiatrists, showing poor decision performance, 142
- psychical objects, resisting being entirely explained, 133
- psycho-affective fidelity, 341
- psychobiography, 310, 311
- psychohistory, 310, 311
- psychological adaptations, occurring in various types of
practice activities, 653
- psychological evidence, applicable to all professional
writers, 414
- psychological explanations, for skill in observational
drawing, 580–586
- psychological mechanisms, producing expert
performance, 771
- psychological perspectives, studies of expertise from,
59–77
- psychological processes, underpinning expert performance
in sport, 653
- psychological research, based on the theory of tacit
knowledge and practical intelligence, 770
- psychological safety, as a mediator of virtual team
performance, 518
- psychological sciences, simulations in, 60
- “The Psychological Seminary of Cornell University”
(Mitchell), 616
- psychological skills, maintaining expertise, 276
- psychological study, of historical figures, 310
- psychological traits, 213, 390, 564
- psychological trauma, triggering musicians’ dystonia, 566
- “psychological” triggering factors, assumed degree of, 565
- psychological uncertainty, involved in the completion of
deductive rule-induction tasks, 485
- psychology, writing compared to writing in the humanities, 419
- psychology branch, of AI, 86
- psychology of expertise, relations to various fields, 65
- psychometric ability factors, 835
- psychometric approaches
to assessing existing knowledge and skills of
individuals, 228
to chess skill capitalizing on the chess rating scale, 598
predictors, 214–216
studying the structure of expertise, 213–230
- psychometric battery, including measures of complex
working memory to musicians, 707
- psychometric decision science studies, 486–493
- psychometric factors, performance on tasks described by, 70
- psychometric intelligence, reliable impact of, 836
- psychometric intelligence research, 485, 497
- psychometric numeracy test, 477
- psychometric reliability, 214
- psychometric studies, 494
- psychometric testing, Stumpf developing, 535
- psychometric tests
for admitting students into professional schools and
academies, 10
of intellectual abilities, 835
- psychometric tradition, considering facets of fluid
intelligence, 838
- psychometrics
affinity with historiometrics, 313
compared to historiometrics, 310
defined, 213
discussion and challenges for future research, 229–230
- psychomotor adaptations, not declining inevitably with old
age, 540
- psychomotor skills, relationship with SA, 729
- psychopathology, 317
- psychotherapists, 747, 753
- public interest, promoting and protecting, 131
- public performances, of classical music, 566
- public sector, “hybridized” professionalism in, 132
- published research, categories of, 315
- “pure” perceptual experience, 151
- pure perceptual processes, 152
- pure tones, 559
- purposeful practice. *See also* deliberate practice
criteria for, 398
in domains characterized by complex indeterminate
causation, 400–403
effects of more pronounced in the older chess players, 843
in entrepreneurship, 396–397, 398
experts engaging in, 75
focused on continual improvement, 389
key role for expertise, 837
weak interaction between age and, 846
- pushing performance beyond normal, methods of, 758
- putamen, 561
- putting, on a practice green, 205
- Pythagoras, 134
- Q-morphisms, 721
- qualifications, of an expert, 127
- qualitative, retrospective recall approach, 262
- qualitative differences, in expertise, 36
- qualitative interviews, 261–262
- quality
of training hours, 276
of vocabulary knowledge, 639–640
- quality control, through internalized values, 137

- “quality” practice, trying to ascertain markers of, 264
 quantitative analyses, features of in historiometrics, 310
 quantitative dimension, of “historical,” 310
 quantitative reasoning, 485
 quantitative skills, 485, 497
 quantitative social indicator, used for social decision-making subject to corruption, 432
 quasi-longitudinal methods, of collecting data, 266
 questionnaires
 eliciting practice-related information, 262
 quantitatively oriented, retrospective, 261
 studying self-regulation of learning, 277
 Quételet, Adolphe, 311

 race car drivers, 221, 358
 racquetball players, 685
 radar, Wilkins’s invention of, 817, 828–829
 radio waves, 818
 radiologists
 detecting relevant aspects of perceptual stimuli, 233
 diagnosing normal or abnormal, 332
 experienced, reaching a stable accuracy level, 204
 expert, needing only a few fixations, 234
 looking for inserted artificial modifications, 237
 only the less skilled engaged the LOC, 236
 showing good decision performance, 142
 railroad crossings, 361, 362
 Rajan, 199
 Ramanujan, Srinivasa, 624
 RAND Corporation, 60
 random coefficient modeling, 217
 random generate and test, 796
 random mutation, 796
 random positions
 in chess, 601
 recall of, 600
 randomization manipulation, 242
 randomness as genesis principle, 796
 rap musician, practice for, 544
 rapid categorization, of information, 718
 rapid chess, small decrease in play quality during, 702
 rapid recognition, leading to incorrect or inferior action, 74
 rapid retrieval, from long-term working memory, 420
 rapid rise in ability, during teenage and young adult years, 847
 rates of improvements (ROI), 279
 rating scale, for chess, 597
 ratings, limited in inherent subjectivity, 590
 rational decision making, goal of, 479
 rational individual decision making, 400
 rational thinking, 482

 rationality, 478
Rationality and Intelligence (Baron), 482
 Raven’s Advanced Progressive Matrices, 490
 RAWFS heuristic, 457
 reaction time delays, within “real world” tasks, 678
 reaction times (RTs), 198
 reactions, replicating themselves, 292
 reactive consequences, 197
 reactivity, avoiding, 193
 reader representation, holding in working memory, 423
 readers, referring back to lexical items in a text, 635
 reader’s perspective, taking fully into account, 424
 reading
 learning by, 92
 lexical coverage required, 635–636
 reading and editing processes, as complex, 414
 reading comprehension, 493, 715
 reading skills, Matthew effect in, 218
 real performance situations, accessing, 665
 realism, 590
 realistic observational drawing, 577
 “reality testing,” needed for viable forecasting, 297
 “realization problem,” 60
 real-time interaction, 642
 “real-world” context, looking at performance in a, 305
 “real-world” creative problem-solving task, impact of constraints on, 303
 “real-world” events, cases referring to, 293
 “real-world” implications, of studies of expertise, 291
 real-world jobs, cognitively demanding, 223
 real-world problems, 85, 91
 real-world task environments, making decisions in, 65
 reasoning, 89. *See also* expert reasoning
 behavioral forms and temporal skills in, 74
 biases and limitations, 453
 in Carroll’s estimates of the fluid intelligence factor, 484
 “dual process” model of, 333
 evidence-based instructional approaches to teaching, 338
 in expertise, 73
 factors explaining fluid intelligence, 485
 forward from available data as well as backward from overall goals, 99
 heuristic including, 821
 intertwined with knowledge, 67
 mechanisms occupying a critical developmental role in learning, 337
 models for seven proficient forecasters, 184
 proceeding by two very different strategies, 333
 progressing through a number of transient stages, 337
 role of emotion in, 347
 uncertain knowledge and uncertain data in, 91
 with uncertainty, 91

- recall
- limitations to, 264
 - measure of error, 683
 - paradigm, 683
 - performance, 683, 705
 - structured by major goal-related sequences, 69
 - task pattern, 681
- receivers, remaining vigilant against deception, 44
- receptive functions, musical training plastically altering, 557
- receptive knowledge, 642
- reciprocal relationship, between practical intelligence and tacit knowledge, 774
- reciprocal teaching and learning, 113
- recognition
- not an option in solving unfamiliar complex problems, 205
 - of a particular type of event or situation, 722
 - speed of for trained tasks, 74
- recognition-based behavior, 74
- recognition-based components, of skill, 73
- recognition-based problem-solving, by experts, 73
- recognition/metacognition (R/M), 457
- Recognition-Primed Decision (RPD) Model, 166, 168, 183
- recognition-primed decision making (RPD), 457
- “recognition-primed” decisions, 386
- records, bearing on the performance of a single expert, 291
- Reducing uncertainty, in RAWFS, 457
- reduction
- abstraction as, 133
 - in weekly serious chess study, 763
- redundant information, processing, 804
- redundant learning activities, 805
- Reference Class and Class-Inclusion Neglect, 490
- reference image, superimposing a standardized grid on, 588
- referent, associating a new form to, 642
- refinement, from many repetitions, 424
- reflection
- mediating expertise, 72–73
 - as a metacognitive skill, 277
- reflective conversation, 380
- reflective thought, 783
- reflexive level, teams sharing cognition at, 513
- reframing, 34
- regional transfer, 821
- register, knowledge of a word’s, 643
- regression analyses, 279
- regression equations, depicting the validity of various cues, 777
- regression to the mean, 216
- regulation, value in learning, 73
- “rehearsal,” of instructional routines, 442
- rehearsal strategy, 240
- reiterative thinking inside the box, 832
- rejection of the past, breakthrough thinking calling for, 818
- “relational agency,” 141
- relational distances, between players, 684
- “relational expertise,” 141
- relationships, between students and content, 432
- relative experts, making use of, 141
- relative motions, between players, 684
- relevant knowledge, growing, 92
- relevant structure, improved encoding of, 620
- reliability
- assessing, 214
 - of data, 263–264
 - estimating for a measure, 214
 - implicit in experimental research, 229
 - of procedures, 294
 - psychometric, 214–215
 - referring to the “consistency” or “repeatability” of measures, 263
 - systematic review and evaluation of methods, 266
- reliance on everyday experiences, limitations of, 116
- Rembrandt, 581
- remote associates
- in creative thinking, 813–820
 - perspective, examples of, 813
 - perspective on creative thinking, 832
 - utilization of, 831
- Remote Associates Test (RAT), 819
- remote associations
- detecting among unrelated words, 416
 - importance in creative thinking, 814
 - modern perspectives on, 815–820
 - notion of, 813
- remote collaboration, cognitively demanding, 459
- remote-associates view, 812
- as basically misdirected, 832
 - on creative thinking, 813
 - on novel ideas, 812
 - re-examination of case studies, 828–830
 - support available for, 831
- remotely associated ideas, coming together, 814
- “remoteness,” scale of for measuring transfer of expertise, 821
- repeated (multivariate) analyses, of (co)variance, 279, 280
- repeated practice, in solving problems, 804
- repertory grids, identifying tacit knowledge a priori, 785
- repetitive movements, in over-trained monkeys, 567
- repetitive practice, compared with deliberate practice, 445
- repetitive routines, experts acquiring differences from novices, 4
- repetitive tapping rate, showed typical age-related decline, 844

- reporting verbally, on particular cues, 679
- representation method, capturing expertise, 99
- representational depictions, 577–578
- representational momentum, 684
- representational perspective, 343
- “representational redescription,” 780
- representations
- acquiring systems of, 756
 - assisting in design cognition, 379–381
 - developing the necessary, 760
 - differences associated with templates, 610
 - functionality of expert, 71–72
 - higher level, 708
 - of some physical system, 720
- representative situations
- advantage in memory recall, 697
 - identifying from the domain, 203
 - from real chess games, 699
- representative understanding. *See also* understanding
- promoting across evolving domains and conflicts, 498
 - rather than rational optimization, 476
 - sophisticated, affectively charged, 483
- reproductive thinking, 817
- research, comparing experts and novices in a given domain, 68
- research designs, of historiometric studies, 315–316
- research methods, for studies of design, 373
- research paradigms, evaluating anticipation and decision-making, 664
- “research participants,” departing significantly from the norm, 322
- research procedures, importance of appropriate, 135
- research strategies, changed to identifying mechanisms, 849
- research subjects, assembling, 313
- research traditions, risks associated with aligning different, 106
- researchers, having greater data collection power, 266
- residents or stakeholders, focusing on the local knowledge of, 138
- Resolution Method, 87
- resource management deficit, characterizing non-experts, 358
- resource requirements, cases appraised with respect to, 297
- resources
- acquiring, 398
 - expert teams optimizing, 509
 - optimizing other life domains, 849
- responding, slowing down while writing, 417
- response bias, change in with experience, 734
- response hierarchies, 832
- response planning, advance information for, 678
- response times, in solving algebra problems, 620
- “responsible research and innovation,” 138
- restructuring
- based on failure, 822
 - as the basis for creativity, 817–819
 - central in the Gestalt psychologists’ discussion of insight in problem-solving, 813
 - of situations, 817, 823
- restructuring and remote associations, as separate mechanisms, 814
- results, experts consistently producing, 40
- retention and transfer of skills, almost the reverse conditions promoting, 668
- retinal image, arising through an infinite number of possible configurations of real-world objects, 584
- retraining, requiring several years to succeed, 568
- retrieval cues, kept in STM, 701
- retrievers and task performance, 219
- retrieving from memory and decomposition stage, 622
- retrospective approaches, collecting and assessing practice history data, 260–261
- retrospective interview technique, 392
- retrospective practice histories, 265
- retrospective reports, 198
- retrospective study design, 276
- retrospective verbal explanations, 195
- retrospective verbal reports, 664
- retrosplenial cortex (RSC), 240, 242, 243, 244
- reviewing, text, 414
- revision, of writing, 415, 423
- Revisiting theme, 784
- rhetorical “problem space,” 414
- rhetorical style, required in a given domain, 419
- rhymes, used by artisans in Early Imperial China, 116
- rhythmic gymnastics, deliberate practice for, 757
- “RIASEC” model, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, 224
- “rich getting richer,” 218
- rich learning, promoting, 117
- Rigged up Perception-Action Systems* (RUPAS), 155
- right fronto-parietal infarct, 629
- right fusiform gyrus, 239
- right hemisphere, 555
- involved in abacus calculations, 629
 - solving problems through insight, 819
- right medial frontal and parahippocampal gyri, 628
- right motor hand area, piano training and, 560
- right primary auditory cortex, 554, 559
- right putamen, size of correlated with the age at which music training began, 562
- right-handedness, 415
- right-hemisphere involvement, in a range of tasks, 628

- risk
- evaluating and understanding, 478
 - exerting a direct effect on affective responses, 496
 - involving, 479
 - as a preoccupation of economists, 390
 - in selecting a chess move, 606
 - tolerance, 357
 - understanding, 498–499
- risk literacy, 478, 492, 495, 496
- risk management, issues of, 467
- risk perception, consistency in, 486, 487
- risk-taking, between groups of countries, 606
- Riviera, Diego, 827
- Robie house, Frank Lloyd Wright Prairie House, 826
- robotic patient simulators, 332
- Rod-and-Frame illusion, 583
- roles. *See* expert role(s)
- room layout, reorganized, 174
- root contacts, during dental surgery, 346
- rough draft, preparing, 418
- routine experts, implementing set routines, 436
- routine processing, versus controlled processing, 73–74
- routines
- considering a large number of, 440
 - developing adaptive knowledge of, 442
 - experts using, 455
- Royal Academy of Music, 9
- Royal Designers for Industry, 373
- royal or princely courts, 136
- Royal Society in London, 136
- Royal Society of Arts (RSA), 373
- RPD. *See* recognition-primed decision making (RPD)
- RSC (retrosplenial cortex), 240, 242, 243, 244
- rugby playmakers, training programs for, 458
- rule, 87
- “rule induction” tasks, 485
- rule-based architecture, common, 74
- rule-based paradigm, experiments with, 96
- rule-based representation, discovering new rules of mass spectrometry, 88
- rule-based systems, 87
- rule-induction, in fluid intelligence tests, 493
- rules, as essentially incomplete, 24
- runners
- aging effects on expert, 842
 - elite endurance, 73
 - marathon- or half-marathon, 842
 - measuring speed of, 214
 - middle-distance, 759
- running economy, on a treadmill, 749
- running or walking, helping some writers think through problems, 422
- Ruskin, John, 581
- SA. *See* situation awareness (SA)
- SABIC, configuring a color formula, 97
- saccades, 685
- safe driving, among enlisted Army personnel, 779
- Safe Speed Knowledge Test, 779
- SAGAT mean scores, by experience level, 731
- sales pitch, 399
- salespersons, studies of expert, 402
- sample membership, assigning, 313
- samples, recruitment of large, 261
- sampling
- according to eminence, 314
 - across different age groups, 266
 - procedures, 313–314
- satisfactory level, 753
- SAT-M (Scholastic Aptitude Test – Mathematics), 616, 627
- SAT-V (Verbal), 627
- scaffolds, 552, 566
- scale playing, preparation required, 567
- scale-playing task, pianists completed, 562
- scan patterns, 719, 720
- “scanners,” strategy of, 219
- scenarios
- direct and indirect for hazards, 363
 - experiencing through the eyes of the experts, 460
- Schadenfreude*, 642
- schema(s), 234
- structure of, 99
 - uses of, 722
- schema-based theories, 106
- schematic illustration, 756
- scholar-officials, in rising empires of antiquity, 127
- scholars, from diverse domains, 772
- scholars’ guild, established in the 12th and 13th centuries, 6
- school system, insufficiency of the traditional, 76
- school teaching, observing elementary and secondary, 437
- school-based writing assignments, during adolescent years, 424
- “schooled societies,” overlooking or minimizing the educational worth of experiences, 108
- schooling
- as a cultural invention, 435
 - privileging in the development of expertise, 115
- schools
- boosting performance of, 783
 - developed to prepare workers, 435
 - helping students acquire skills and mechanisms for proficient performance, 76

- Schumann, Robert, 224
- science
- changing relationship with society, 138
 - constituting the core epistemic social (sub-)system
 - within modern societies, 136
 - as the core accepted reference system for knowledge in
 - current societies, 134
 - equating perceptions of control with the ability to
 - predict, 395
 - function of, 137
 - historical overview, 134–135
 - incorporation into everyday practices, 22
 - institutionalized in the Western world, 135–136
 - linked to the idea of progress, 135
 - linking signs and symptoms to diseases, 339
 - as the main reference system for knowledge, 127
 - as a marginal activity within early universities, 136
 - operating conditions of today's, 136–138
 - as a profession, 137
 - referring to technologies and systematized
 - knowledge, 143
 - as a social system, 137
 - within communities of people sharing scientific
 - interest, 135
- “science as a vocation” (Weber), 137
- science/math trait complex, 226, 229
- The Sciences of the Artificial* (Simon), 64
- science–society cooperation, 138
- scientific contribution of a scientist, 221
- scientific creators, growing up in stable and conventional
 - homes, 317
- scientific cultures, required by professional science, 137
- scientific enterprise, clear vision of the purpose of, 135
- scientific leaders, assessing the performance of, 295
- scientific management, development of, 296
- scientific method, 135
- scientific misconduct, 137
- scientific paradigm, Thomas Kuhn's idea of, 23
- scientific research, on expertise, 233
- scientific worldview, of Aristotle, 134
- scientific writers, work sessions, 422
- scientists
- area expertise of, 301
 - developing and extending science as a knowledge base, 134
 - dimensions of, 301
 - interviews of peer nominated eminent, 13
 - leaving extensive records, 300
 - needing distinct educational experiences, 318
 - outstanding, best work at around 35 years of age, 751
 - testing aspiring performers during development of
 - expertise, 14
 - “thinking like scientists,” 33
- Scrabble game, 203
- screening procedures, for artist participants, 589
- script concordance tests, 776–777
- scripts, 234
 - developing for particular diseases, 338
 - tying to schema, 722
- script-scenario instrument, 392
- Scripture, E. W., 616
- sea transport, expertise in, 356
- search and pattern recognition, dissociating in chess, 603
- search heuristics, 88
- search mechanism, “short circuiting,” 823
- search pattern, determining the most effective, 661
- SEARCH probabilistic model, 602, 605
- search process, evaluating moves in chess, 598
- search space, size of, 88
- search-based approaches, not efficient as instructional
 - methods, 805
- searches, based on failure, 822
- seasonality of birth, as a marker for chess talent, 610
- second language (L2) learners
 - requiring much smaller amounts of vocabulary, 635
 - use of formulaic language by, 646
- secondary auditory areas, 554
- secondary auditory cortices, 558
- secondary competencies, 42–44
- secondary knowledge, 795
- secondary market research, for entrepreneurship
 - exercise, 406
- secondary motor areas, processing movement patterns, 555
- secondary olfactory areas (orbitofrontal cortex and
 - hippocampus), in blind persons, 239
- “see the system,” learning to, 444
- “seeing as,” 380
- seeing problem, in algebra learning, 620
- “seeing that,” as reflective criticism, 380
- selection
 - basing on perceptual speed and psychomotor
 - measures, 223
 - in drawing differing between artists and non-artists, 587
- selection forces, changing to social pressures, 41
- selective combination, 774, 782
- selective comparison, 774, 782
- selective encoding, 774, 775, 782. *See also* encoding
- selective maintenance account, 839
- selective optimization, with compensation, 540
- selective search, by chess players, 603
- selective skill maintenance interpretation, 844
- selectivity, as a weakness of case studies, 830
- self-checks, introduced to more knowledgeable
 - learners, 807
- self-concept, 222, 225

- self-control, 132
- self-designed versus coach-led practice, 656
- self-determined practice, 260
- self-driving cars, 366
- self-education, various forms of, 318
- self-efficacy, 222, 225, 277
- self-estimated performance ability, for older musicians, 540
- self-explanations
 - benefits of, 339
 - improving participants' activities, 197
- self-monitoring, in expertise, 73
- self-observation, 192
- self-organization, 127
- self-purification, 139
- self-regulated and effortful activities, 392
- self-regulated learning, optimizing, 785
- self-regulation, 398
 - of experts, 73
 - of learning, 277, 278
 - methods for writers, 422
 - motivation (need) to practice and, 536
 - research on, 539
 - right of, 137
- Self-Regulation of Learning Self-Report Scale (SRL-SRS), 657
- self-regulatory activities, 260
- self-report measure, for TMS, 512
- self-report method, for measuring expert teams, 518
- self-report surveys, measuring teamwork in medical teams, 518
- self-reports
 - avoiding pitfalls associated with traditions, 404
 - of maladaptive real-world decision outcomes, 488
- semantic axes, 333
- semantic concepts, not all transferable between languages, 642
- semantic markups, inferring knowledge from, 93
- semantic memory, 61, 620
- semantic web, 93
- semi-professional work, speed-up of, 96
- senior competitions, age of transition for, 273
- sense of self (subjectivity), 120
- sense-making, 456
 - cognitive process of, 172
 - commencing anywhere, 461
 - described, 461
 - ensuring and maintaining consistency among indicators, 466
 - in a hybrid ecology, 466
 - proceeding in fits and starts, 461
 - in real-world situations, 461
 - strategies involving, 457
- sensitive periods
 - of the brain, 569
 - existing in the nervous system, 551, 563
- sensitivity
 - of experts to linked segment information, 680
 - to timing variations, 552
- sensor based team measurement, in the field of healthcare, 519
- sensorimotor delay, 684
- sensorimotor expertise reversal effect, 803
- sensorimotor skills
 - expertise reversal in training, 803–804
 - explicit monitoring theory of, 802
- sensory abnormalities, driving a motor disorder, 568
- sensory acuity, changing, 151
- sensory homunculus, 556
- sensory input, altered in musician's dystonia, 568
- sensory motor control, brain changes associated with, 566–568
- sensory perception, altered, 566, 567
- sensory retraining, in the form of tactile discrimination practice, 568
- “sensory trick” phenomenon, 567
- sensory-motor domain, 551, 560
- sensory-motor integration
 - changes in, 558
 - impaired, 566
 - impaired role in musician's dystonia, 567
- sensory-motor programs, early optimization of, 566
- sensory-motor skills, 552, 563
- sentences
 - involving the language zone of the left hemisphere, 415
 - retaining meaningful, 622
 - writers generating cohesive links among, 414
- separateness, of knowledge and domains of expertise and experts, 34
- sepsis, 458
- sequencing, 404
- sequential reasoning, 485
- sequential thinking, 515
- serial evaluation, via mental simulation, 457
- “serial-cue” approach, 338
- serotonin, increased release of, 553
- service and autonomy, making professionalism attractive, 131
- “service” orientation, of professionalism, 128
- severe time constraints, inducing anxiety, 347
- sex difference, “environmental” hypotheses and, 627
- sexing chickens, 152
- sex-linked characteristics, contributing to mathematical expertise, 627
- sexual reproduction, information reorganized during, 796

- ShadowBox® training, 182
 accelerating progression towards expertise, 184–185
 recent work on, 404
 scenario-based training approach, 460
- shamans, in pre-modern societies, 127
- shape constancy
 described, 582
 effect, 582
 errors, 589
 illusion, 581
- “shared,” meaning “distributed,” 459
- shared cognition. *See also* cognition
 current research on, 513–514
 forms of, 511
 pertaining to time affecting team performance, 513
 researchers considering the literature on TSM and SMM separately, 521
 of teams, 511
- shared conceptions, developing via dialogue, 403
- shared instructional objects, 445
- shared knowledge structures
 held by members of a team, 512
 of SMM, 513
 of teams, 509
- shared leadership, 509. *See also* leadership; team leadership
 behaviors distinct from individual-level leadership, 520
 conceptualization of, 515
 contributing to both team and individual creativity, 509
 contributing to knowledge sharing, 509
 defining, 520
 distributed among the team, 520
 integral in virtual project teams, 514
 lack of construct clarity, 514
 measured via behavioral, affective, and cognitive constructs, 515
 meta-analysis on, 514, 515
 multiple forms of, 515
 research, 520
 role of, 509
 separating expert teams from others, 515
 structures, 514
- shared mental models (SMM)
 based on deliberate and conscious processes, 513
 categorized into task and team related mental models, 513
 conceptualizations of, 459, 513
 content of, 513, 521
 contributing to enhanced team processes and team performance, 513
 defined, 512
 distinguishing from TMS, 512–513
 encompassing knowledge shared among all team members, 512
 encompassing task content as directly related to performance, 521
 expert teams holding, 509
 important role on the performance of virtual teams, 518
 measurement of, 512
 representing team members’ knowledge, 458
 types of, 513
- shared professional identity, 130
- shared temporal cognition, mitigating the negative impact of diversity, 513
- shared values, of scientists, 137
- shared vocabulary, 762
- Shark Tank* (TV show), 399
- Shaw, Clifford, 59
- Shepard illusion, 581
- shogi, 243, 244
- shopping cart
 IDEO creating a new, 824
 innovative aspects of, 824
- short term results, practices yielding impressive, 431
- shorter-term predictions, likely to be much more accurate, 220
- short-term memory (STM). *See also* working memory
 activating knowledge from long-term memory (LTM), 696
 amount of information held in, 68
 cognitive processes uniformly constrained by, 70
 constraints, 72
 decision makers circumventing attentional capacity limitations of, 483
 invariant limits on, 76
 skill not residing in differences in, 600
- shot sequencing, access to varying levels of, 664
- sighted participants, brain activity of, 238
- sight-reading, 555
 improving with overall musical ability, 543
 influence on working memory, 707
 of music notes engaging a number of areas of the brain, 237
 by pianists, 746
 playing music by, 707
 predictors of performance, 707
- signal value, of expertise, 45
- signaled traits, 46
- signalers, dissembling high quality traits, 44
- signaling theory, 44
- signals
 development of, 44
 types of in humans, 519
- significance, testing, 280
- significant samples, 313

- similarity
- among team members, 515
 - moderating effect of versus accuracy of the team's SMM, 521
 - of SMM measurements, 512
- Simon, Herbert, 59, 61
- doing psychology, 61
 - Grandmasters of chess viewed as intellectual prodigies, 696
 - start of modern laboratory research on expertise attributed to, 697
- Simon–Chase theory of expertise
- approaches drawing on, 12
 - limits and criticisms of, 697–699
- simple check task, 241
- simple games, no such thing as expert performance, 45
- simple shapes, detecting embedded, 580
- simplex-like effect, 221
- simulation(s), 341–342
- described, 120
 - exercises constructed from CTA data, 460
 - fidelity, 343
 - increasing use of, 340
 - method for measuring expert teams, 518
 - in the psychological sciences, 60
 - technology supporting teaching and assessment in medical education, 332
 - tools using with NDM, 465
 - training, 460
 - using videos and standard actor patients, 338
- simulation-based clinical education, 341
- simulation-based learning environment, 342
- simulator-based flying accuracy, 845
- simulators
- high-fidelity used in airline operations, 465
 - training with, 75
- simultaneous translation, working memory during, 704–705
- singers
- amateur experienced lessons as self-actualization, 761
 - classical starting later, 536
 - educational traditions affecting practice duration, 538
 - found to have larger vital and total lung capacities, 542
 - working with an accompanist, 538
- single-case designs, 316
- Siqueiros, David Alfaro, 827
- site constraints, vis-à-vis the principle of maximizing sunlight, 302
- “situated” act, designing as a, 379
- “situated cognition,” 461
- situated domain of practice, 111
- situated expert performance, 122
- “situated learning,” 23
- “Situated learning: Bridging sociocultural and cognitive theorizing” (Billett), 106
- situated manifestations, of occupational expertise, 110–111
- situated practices, 111
- situation(s)
- calling for immediate action with imperfect knowledge, 453
 - emphasis on mutuality in, 402
 - expert reading of, 442
 - familiar, 455
 - not needing to be exactly like previously encountered situation, 722
 - recognizing as typical, 386
- situation assessment, 179
- of experts, 456
 - information most critical to accurate, 455
 - most effort on, 453
- situation awareness (SA), 442, 715–719
- cognitive model of, 716
 - data available, 717
 - defined, 714, 715
 - developing in the infantry environment, 732
 - error causal factors across pilot groups, 727
 - expertise and, 714–736
 - factors affecting in novices and experts in a domain, 720
 - forming a central and conscious task for expert drivers, 735
 - gathering of as an active process, 723
 - hallmarks of expert, 726
 - importance for army operations, 730
 - increasing with automation, 735
 - integral to many domains, 735
 - Level 1–2–3 progression, 718
 - Level 1-Perception, 715, 717, 725, 727
 - Level 2/3, 718
 - Level 2-Comprehension, 715
 - Level 3-Projection, 716
 - low, associated with cognitive automaticity, 723
 - problems for new platoon leaders, 732
 - qualitatively different depending the level of experience, 731
 - ratings for pilots across four groups, 729
 - requiring “awareness” of information by definition, 723
 - role of expertise in, 719–726
 - skills required, 723–724
- situation model development, in skilled reading comprehension, 482
- situation or problem, reaching an understanding of, 456
- situation specific context, 665
- situation typicality, 457
- situational and structural effects, 347
- “situational awareness,” 71

- situational characteristics, demanding tacit knowledge, 784
- situational/event probabilities, in sport, 662
- situational-judgment testing format, 776
- situationally derived goals, responding effectively to, 110
- six-year-old children, effects of 15 months of piano training, 559
- size and shape constancy errors, 583
- size constancy
- artists and non-artists showing effects, 582
 - comparing with visual selection advantages, 589
 - described, 582
 - effects smaller among experienced artists, 589
- size matching task, depth cue condition of, 587
- sketching
- assisting cognition in design thinking, 380
 - enabling exploration of the problem space, 381
 - purposes of, 380
 - tied in closely with features of design cognition, 380
- skill(s)
- acquired over time, 50
 - adapting effectively to new contexts, 343
 - affecting how progressive deepening is carried out, 604
 - altering or circumventing the processing limits of attention and working memory, 76
 - as being first cognitive, then associative, and later autonomous, 540
 - constant “stretching” through challenging cases, 464
 - deteriorating unless actively maintained, 839
 - developing through life, 540
 - differences of experts, 481
 - in drawing, 583
 - highlighting the specificity of, 340
 - knowledge mediating in chess, 599
 - learned explicitly less likely to be forgotten and more robust under stress, 688
 - maintaining, 845–846
 - measures of retention and transfer, 667
 - needing to be explicitly taught and consciously practiced, 795
 - obsolescence of becoming a risk, 849
 - performed in dynamic and unpredictable contexts, 343
 - in playing chess transferring to other domains, 607
 - processes of formation, 115
 - of professional writers, 422
 - progressions, 266
 - referring to acquired types of knowledge, skills, abilities, and related capacities, 477
 - relevant to obtaining critical information, 723
 - required for expert teachers, 441–442
 - role in life history development, 53
 - training literature, 690
 - training of critical, 464
- skill acquisition
- in chess requiring a considerable investment, 608
 - in early and later “starters,” 569
 - experiment with a simplified air traffic controller (ATC) task, 218
 - five-stage general model of, 385
 - involving the adaptation of pre-existing mechanisms, 591
 - models of as general cognitive architectures, 60
 - phases of, 115
 - specific adaptations in cab-drivers, 841
 - for writers, 422–426
- skill components, 845, 846
- skill development, 42, 51, 262, 540
- skill level
- continuing to improve during adulthood and stabilizing, 569
 - correlated moderately with the cumulative amount of individual practice in chess, 609
 - not correlating with handedness, 610
- skill process changes, in animals, 54
- skill-by-structure interaction, 541
- skilled artists, guided by the veridical two-dimensional appearance of the models, 581
- skilled athletes
- developing high-level knowledge structures in memory, 662
 - intercepting fast-moving targets, 684
 - recalling player positions, 661
- skilled batters, gaze behaviors of, 662
- skilled chess players
- having superior memory of chess positions, 697
 - rapidly and accurately identifying a threat, 603
 - rapidly selecting chess moves, 201
 - tending to be inflexible, 74
 - using knowledge about chess configurations, 598
- Skilled Decision Theory, 482–483
- skilled decision-makers, 481, 482
- skilled decision making, 479, 497. *See also* decision-making
- skilled encoding in LTM, key constraint for, 71
- skilled individuals, looking further ahead in the text or music score, 706
- Skilled Memory Theory, 482
- skilled object perception, in chess, 242
- skilled perception, appearing resistant to age-related declines in handball goalkeepers, 274
- skilled performance, developing, 115
- skilled performers, facilitating superior performance, 686
- skilled players
- ability to use higher-order cognitive information, 662
 - capacity to make perceptual judgments using information picked up solely by peripheral vision, 686

- more accurate at sports judgement, 662
- needed a larger area around fixation to detect changes, 599
- superior anticipatory skills, 687
- using different anticipation search strategies, 664
- skilled radiologists, example of, 233
- skilled soccer players
 - group of with little to no basketball experience, 684
 - more often generated the best options (as assessed by coaches), 706
 - reported more relevant events and actions away from the ball, 207
- skilled typing, research on, 706
- skilled volleyball players, predictions of, 686
- skillful knowledge, 165
- skill-related tasks, aging and, 840
- skill-sustaining deliberate practice activities, constrained by
 - advancing age, 846
- Skinner, B. F., 63
- slogans, 644
- slower learners
 - acquiring skills necessary for an expert level, 218
 - catching up over time, 222
- SMA (supplementary motor area), 555, 556
- “small theories,” 440, 447
- SMG (bilateral supramarginal gyri), 241, 243
- SMM. *See* shared mental models (SMM)
- smokejumpers, 830
- snooker players, 205
- soccer players
 - asked to state their recommended action, 705
 - attainment of a professional contract related to early types of practice, 263
 - comparing practice history profiles, 655
 - deciding who is the better player, 273
 - “describing (aloud) actions taking place on the field,” 207
 - evaluating midfielders, 747
 - film sequences from the perspective of a central defender, 664
 - goalkeepers, 678
 - strongest predictor of decision making performance, 688
 - tests at particular ages correlated with attaining highest levels as adult players, 752
 - training aerobic fitness, 760
 - verbal reports when moving freely in front of a life-size video screen, 206
 - youth, 263, 277
- social (sub-)systems, interacting with one another, 137
- social activity, sport as, 655
- social actors, constructing and contesting expert status, 22
- social and cultural world, shaping human activities, 121
- social and technological outcomes, putting indigenous or minority communities at risk, 22
- social complexity, limiting the development of expertise, 46
- social conception, of the expert, 401
- social construction, expertise as a, 50–51
- social constructivist approach, 22
- social demands, coping with, 42
- social division of labor, 141
- social dynamics, anticipating and coping with, 41
- social elite, scientists and professional experts as, 138
- social embedding, in an expert community, 23
- social emotions, evoked by music, 554
- social exchange relationships, 299
- social exchange theory perspective, studying shared leadership, 514
- social fluency, sociological model of expertise as, 27
- social groups
 - collaborations between, 25
 - defining the culture of, 27
 - expertise as a property of, 28
 - mobilizing cultural and epistemic resources, 22
- social hierarchy, moving up, 41
- social innovation
 - case studies, 296–297
 - described, 296
 - experimental studies of, 297–298
 - problems, 296
- social integration, fostering unit-level, 516
- social interaction, 645
- social judgment analysis, identifying tacit knowledge a priori, 785
- social learning, 781
- social media, using in the L2, 648
- social nature, of designing, 374
- Social Network Analysis, 106
- social networks, building effective, 398
- social norm recognition, 486, 487
- social phenomena, applying statistics and probability theory to, 311
- social practices, participation in, 23
- social pressures, 41
- social scientists
 - justifying research, 26
 - understanding fieldwork setting, 27
- social signaling, expertise and, 44–46
- social stressors, within groups, 467
- social system, science as, 136–137
- social systems (teams), categorized by degree of complexity, 511
- “Social” trait complex, 226
- social use of expertise, 141
- social voting criteria, for expertise, 50
- sociality, 402

- socialization
- acquisition of expertise through, 21–28
 - as the foundation of expertise, 21
 - linguistic and physical aspects of, 28
- socially relevant research tasks, 138
- societal discussion, about the changing nature of work, 100
- societal expectations
- on literacy, 436
 - for occupations, 109
- societal laws, recognizing the value of skilled or expert animals, 50
- societies
- marked by a division of labor and specialization, 45
 - modern functionally differentiated, 136
- society
- developing experts in content knowledge who use their knowledge to bad ends, 780
 - encompassing cultural and institutional provisions, 143
 - socio-contextual variables, influencing case reporting, 295
 - sociocultural context, expertise of the highest order likely to appear in a particular, 318
 - socio-cultural perspective, emphasizing social negotiations, 121
 - socio-cultural popularity, of a sport, 667
 - socio-economic conditions, of a young musician's family, 536
 - sociological interest, in the enactment of expertise, 22
 - sociological point of view, expertise as professionalized, 127
 - sociological/philosophical perspective, on expertise, 21–28
 - sociology of professional groups, historical account of, 128–129
 - socio-technical work systems, working within, 187
- Socrates, on expertise, 5
- soft modularity, 42, 46
- soft modules, top-down modification of, 42
- software design, deliberate practice and, 75
- software system designers, protocol analysis studies of, 383
- software technologies, 172
- software tools, facility with, 178
- soi-disant* professional artists, recruited from the community, 589
- solitary activities, allowing for focused practice, 758
- solitary practice, 536, 759
- solution alternatives, rating, 776
- solution concepts, generating a range of alternative, 377
- solution conjectures
- by designers, 377–378
 - exploring and understanding problem formulation, 378
- solution ideas and concepts, attachment to early, 382
- solution precedents, store of knowledge of, 381
- somatosensory areas, connection with nominally visual areas, 238
- somatosensory cortex, 567
- somatosensory input, changing, 568
- somatosensory perception, refined, 557
- somatosensory representation, of the left fifth digit in string players, 558
- “somatotopic” order, 556
- songs, 644
- sound localization, 557
- sounds, increased sensitivity to, 559
- sources, 293
- South African government, decision not to use AZT, 22
- sovereign, acceptance of the divine right of, 131
- space, managing within a map, 178
- space crew teams, 516
- spatial ability
- higher in more skilled crafters in middle and older age groups, 847
 - robust age-related decline in, 845
- spatial “acalculia,” 623
- spatial experts, 239
- spatial learning strategies, intensive usage of, 841
- spatial occlusion, 679
- spatiotemporal control, 561
- “special interactional experts,” 26
- special populations, continued focus on, 592
- specialist expertise, types of, 25
- specialists, generating more complete explanations, 205
- specialization, in TMS, 512
- specialized knowledge
- resting on a base of everyday knowledge, 94
 - as the wellspring of high levels of performance, 85
- specialized roles, dividing into, 41
- specific human capital, 391
- “specification problem,” 60
- specificity of practice, in the surgical domain, 343, 344
- spectral aspects, musicians oriented toward, 543
- speed of most types of perceptual-cognitive-motor performance, undergoing age-related declines, 837
- speeded performance, ubiquity of negative age-effects in, 838
- spelling, mastering the mechanics of, 422
- spoken discourse, tending to be lexically less dense, 635
- spoken form of a word, 640, 642
- spoken or written discourse, words appropriate for, 643
- sport(s)
- accumulated hours of different practice activities, 762
 - age for top performance in, 321
 - application of the RPD framework to the domain of, 457
 - changed standards in, 543
 - deliberate practice in, 75
 - evolving with higher standards of expertise, 274
 - expertise in, 653–669
 - expert-performance approach applied to, 205–206

- fastball, 660
- with fewer predictor variables, 666
- as inherently complex and multifaceted, 666
- motor expertise and, 65
- NDM tactics shown to improve performance in, 460
- performance happening rarely, 445
- rare to play at top form beyond the fourth decade, 847
- studying skilled anticipation in, 690
- task specificity limitation to a domain, 67
- tasks, 677
- teams playing matches against other teams, 747
- working memory and, 705–706
- sport expertise development, studies of, 265
- sport expertise literature, 681
- sport expertise studies, predictive ability of, 266
- sport performance, profiling, 258
- sporting domain, use of questionnaires, 261
- sporting play, 264
- sporting talent, predicting, 666–667
- sport-practice activities, rated some high for enjoyment and relevance to improving performance, 655
- Sports Car Club of America, 358
- sports career, 276
- sports science, as an academic field, 653
- sport-specific stimuli and tasks, using more, 662
- sport-specific training activities, importance of engagement in, 659
- sport-specific training history information, athlete recall of, 264
- sprinters, objective running times of, 50
- spuriousness, source of, 317
- squares or circles, viewing stimuli containing, 586
- “squid-like” concept, from an analogy in the designer’s mind, 374
- “stabilizing factors,” in the evolution of science, 137
- stable traits, 213
- staff positions, consolidating, 174
- stage and phase models, for acquisition of a new skill, 539
- stage model, of development from novice to expert, 36
- stages of development, for future performers, 77
- stakeholders
 - engaged in the activity of co-creation, 403
 - helping shape the venture, 400
 - perspectives, 169
 - relationships, 401
 - setting their own terms, 400
- standard cognitive paradigm, 165
- standardized game situations, presentation using videos or scripted situations, 206
- standardized instructions, 62
- standardized measures of performance, 37
- standardized methodologies, promoting validity and reliability of measurement, 265
- standardized patients, 332
- standardized performance measures, 37
- standardized tests, 296, 438
- standards
 - experts establishing, 143
 - of logic, probability, and statistics, 479
 - used by professionals, 133
- Starck, Philippe, 374
- “start” and “stop” points, Flexexecution model not assuming fixed, 462
- starting age
 - playing an important role in chess, 609
 - for practicing the violin, 654
 - for reaching an international level of achievement, 751
- starting or halting points, for complex causation, 462
- starting points, enabled designers to limit the problem, 375
- “startle effect,” 464
- startup environment, repeated practice of The Ask as an inevitable feature of, 399
- start-ups, bootstrapped on budgets suiting every wallet, 390
- states
 - described in terms of systems of representations and their interconnections, 756
 - evaluating options for desired, 180
 - involved in the training of expert performers, 9
 - in a physical system, 178
 - representing temporary characteristics, 213
- statistic controls, helping avoid the intrusion of spurious associations, 316
- statistical analyses
 - answering the research question, 278
 - choice for, 272
 - in longitudinal studies, 278–280
 - most people not computing, 479
- statistical learning, 92, 93
- statistical methods
 - assessing probabilities, 88
 - for perceptual and motor tasks, 93
 - utilized to assess reliability and validity, 264
- statistical modeling, rarely undertaken, 667
- statistical numeracy, 488. *See also* numeracy
 - as an essential component of general decision making skill, 483
 - link between general decision making skill and, 489
 - mediated any connection between fluid intelligence and decision making skill, 492
 - predicting decision making skill and risk literacy, 478
 - predicting general decision making skill, 479, 492
 - predicting skilled decision making, 498

- statistical numeracy (cont.)
 as a robust predictor of numerical and non-numerical decisions, 478
 working professionals having relatively low levels, 494
- statistical numeracy tests
 explaining 33% of the total decision making skill variance, 489
 representative judgment and decision making tasks, 478
 as robust predictors, 494
 tending to be the strongest single predictors of general decision making skill, 476
- statistical techniques, suitable for the analysis of correlational data, 322
- statistical theory, 485
- “staying there” stage, with maintenance, 540
- steep associative hierarchy, 814
- steering into lane task, drivers’ gaze patterns not varying as a function of expertise, 362
- STeLLa: Science Teachers Learning from Lesson Analysis, 448
- STEP procedure, 457
- stereo vision, among accomplished artists, 581
- Sternberg, Robert J., 772
- stimulus and response generalization, of the learning theorists, 820
- STM. *See* short-term memory (STM)
- stored knowledge structures, 234
- stored movements, in LTM, 234
- stories
 drafting by hand, 416
 of lived cases, 175
- strabismus, higher rates of, 581
- strategic flexibility, of experienced artists, 587
- strategic knowledge, 90
- strategic positions, in chess, 604
- strategic procedures, required for occupational competence, 108
- strategies
 bottom-up and top-down modes of perception as, 587
 considering a large number of, 440
 experts using to fine-tune skills to dynamically changing conditions, 459
 implementing to create learning opportunities, 440
 individuals using to make superior decisions, 481
 range of exploration of possible, 436
 shifting when faced with high uncertainty or unmet expectancies, 456
 teachers deciding which to pursue, 442
 testing of alternative, 447
 used by experts as more flexible, 358
- Strategies research category, for transportation, 357
- stratification approach, 658
- strengths and weaknesses, pattern of, 228
- stress
 as a cause of diagnostic errors, 347
 promoting dysfunctional motor memory formation, 566
- stress hormones (fear of failure), 553
- stressors
 effects on SA, 719
 triggering a deterioration of motor control, 563
- string players, left hand movements, 542, 561, 841
- strong chess players, 601, 603, 604. *See also* expert chess players
- strong methods, dependent on knowledge of the problem-solving area, 62
- Stroop-like interference task, 599
- Structural Adaptation Theory (SAT), 511
- structural brain changes, 235
 in cognitive expertise, 244–245
 in motor expertise, 248
 in perceptual expertise, 239
- structural brain differences, reported in musicians, 561
- structural consequences, of randomness as genesis principle, 796
- structural differences, between musicians and non-musicians, 560
- structural equation modeling, 279
- structural process model, 495
- structural supports, 517
- structure
 of expert performance, 709
 extracting from the world, 442
 in interactive learning environments, 799
- structured data collection form, 260
- structured objects, 99
- structured patterns
 in basketball, 682
 experts applying, 683
- structured plan, 383
- structured practice activities, 264, 760
- structured retrospective interviews, in domains outside of sport, 262
- student achievement, identifying experts based on, 437–439
- students
 attention to individual, 443
 coming up with solution methods in Japan, 435
 cooperation of, 434
 diagnosing clinical cases, 339
 novice superior on a near transfer post-test, 798
 observation and analysis of thinking and learning, 447
 outcomes, 432
 participating in the PIFS program, 783–784
 with poor knowledge of spreadsheets, 800
 relationship with early teachers or coaches, 442

- remembering steps used by the teacher, 434
- time spending actively engaged in learning, 433
- US uncomfortable with the experience of confusion, 435
- writing samples, 437
- studies, identifying natural and experimental variations in practice behavior, 760
- Studies of Expertise and Experience (SEE), 23
- study methods, choice of, 272, 277–285
- styles, prewriting strategies expressed as, 418
- subcortical (brainstem) response delays, for auditory stimulation, 842
- subfields, understanding the discourse of, 26
- sub-goals, 62, 114
- subject matter experts, content validity established through, 215
- subjective accuracy ratings, by independent judges, 590
- subjective assessments, based on surveys of scholars and other experts, 314
- subjective criteria, 295
- subjective data, 258
- subjective expected utility theory, 479
- subjective ratings, 590
- subjectivity, of qualitative interviews, 262
- subject-matter expert (“SME”), debriefing, 85
- subjects, asked to “think aloud,” 193
- submarine technicians, NDM training of, 460
- sub-skills, in different, though overlapping brain networks, 552
- sub-tasks, 114
- subtitles, as a useful source of vocabulary learning, 648
- success of actions, depending on the level of performance of the opposing players, 748
- successful maintenance, constraints on, 846
- sunk costs, resistance to, 486, 487
- superior decision making. *See also* decision making in chess, 481
 - factors driving, 483
 - reflecting specialized knowledge, 476
- superior individual performance of experts, 745–765
- superior longitudinal fasciculus, 245
- superior memory. *See also* memory
 - accounting for, 200
 - acquisition of, 199
 - associated with more expertise, 705
 - of chess masters, 11
 - dissociated from superior diagnostic performance, 699
 - of experts, 696
 - relating superior expert performance, 708
 - specificity of chess players, 703
- superior parietal lobe (SPL), 247
- superior performance. *See also* performance analyzing, 72
 - attributing to domain-specific patterns or chunks, 579
 - capturing on memory tasks, 700
 - depending on expanded access to intermediate products, 708
 - evidence of, 746
 - of experts, 193
 - identifying individuals with, 67
 - mechanisms mediating, 745, 748–749
 - superior performance approach, 105
 - superior temporal gyrus, 559,
 - superior working memory, expert-performance approach to, 699–700
 - supervision, during practice for beginning musicians, 539
 - supervisors, support from, 522
 - supplementary motor area (SMA), 555, 556
 - Suppressing uncertainty, in RAWFS, 457
 - supramarginal gyrus, 562
 - supra-national mobility and connections, of professionals, 129
 - surface level, of team composition, 515
 - surface similarities, leading to predicting the future, 364
 - surgeons
 - cognition of, 465
 - experienced, at a disadvantage, 343
 - expert, “slowing down” for non-routine events, 456
 - expert skill, 341
 - laparoscopic, 343
 - maintaining public trust, 340
 - studies of expert, 72
 - with superior outcomes, 67
 - technical procedure outcomes, 346
 - surgery and medicine, mastery approaches to technical skill education in, 342
 - surgery(ies)
 - direct relationship between specific surgical experience and patient outcomes, 346
 - number of, associated with improved performance, 754
 - predictors of expertise in, 345–346
 - task specificity limitation to a domain, 67
 - technical expertise in as acquired and highly local, 342
 - surgical expertise, research on the development of, 343
 - surgical knot-tying, expertise in, 341
 - surgical mortality rates, as a function of the number of procedures completed, 346
 - surgical performance, 200
 - surgical procedures, 340, 460
 - surgical repair and the handling of any emergency situations, influencing patient outcomes, 748
 - surgical skills, acquisition of, 73
 - surgical specialties, patient satisfaction ratings of, 747
 - surgical teams, 747

- survey method, identifying high-performing physicians, 345
- surveys and questionnaires, researchers and designers of, 207
- sutures
- assessments of closures, 340
 - outcomes related to surgical expertise, 341
 - practicing in the microsurgery environment, 342
- suturing
- proficiency, 343
 - simulator, 341
- sweeps, story re-telling cycling through, 176
- swimmers, age-related effects delayed in active, 842
- switching levels, cost of for artists, 586
- symbol manipulation
- defining efficient techniques, 86
 - in mathematics, 88
- symbolic and conceptual knowledge, in technologies, 117
- symbolic knowledge, about an entity, 99
- symbolic programming languages, 63
- symbolic representation, using words, 800
- symbolic structure, of equations, 620
- symbols, superior memory capacity for, 199
- “symbols and symbol structures,” processing, 59
- symptoms, understanding mechanisms of, 339
- synapses, 553
- synaptic connections, strengthening of, 553
- synchronicity, 517
- synergies, across trait families, 225
- synonyms, 642
- syntactic structures, deploying, 416
- syntagms, 642
- synthesis tasks, for expert systems, 97
- system(s). *See also* expert systems
- clear understanding of, 444
 - creating to perform at a high level, 444
 - diagnosing and troubleshooting of, 96
 - improving, 444
 - interfering with expertise and reducing performance, 466
 - multi-team, 467
 - teaching as, 433–434
- System 1 or Type 1 reasoning, as rapid, automatic and unconscious, 333
- System 1 pattern-matching processes, 460
- System 2 errors, as infrequent and unexpected, 334
- system complexity, effects on individuals, 719
- system components, knowledge of, 720
- system control, gradual shift to learner control, 806
- “system” errors, 332
- system experts
- in the context of co-production of knowledge, 141
 - residents as, 138
- system interface, 719
- system knowledge, differing, 138
- “system of playing methods,” in chess, 604
- “the system of professions,” competition within, 129
- system of teaching, improving, 444
- system performance, enhancing, 188
- system state, 180
- systematic activity, of musicians, 538
- table tennis, practicing thousands of hours, 44
- table tennis players, gaze of expert, 685
- tacit knowledge, 772–774
- acquiring, 27, 774, 781–783
 - action-oriented and procedural in nature, 773
 - articulating during in situ instruction, 785
 - assessing, 776
 - associated with success, 778
 - association with expert performance, 778
 - defined, 772
 - developing, 780–784
 - development and application of, 771
 - of engineers, 458
 - enhancing, 780
 - expert identified and measured, 777
 - of experts, 455–456
 - as explicable, 85
 - exposure to, 27
 - facilitating expert occupational performance, 774
 - facilitating expert performance in non-work domains, 774
 - facilitating performance, 784
 - features of, 456
 - functional role of, 773, 784
 - future research on, 784
 - going beyond procedural knowledge, 773
 - importance to expertise in wisdom and in teaching for wisdom, 779
 - level of professional development and, 778
 - making explicit, 780–781
 - for management, 778
 - methods for uncovering, 12
 - methods of making explicit, 780
 - not an automatic response, 773
 - practical intelligence and, 770
 - preceding explicit knowledge, 774
 - rising to awareness while performing a task, 784
 - role in practically intelligent behavior, 774
 - significant gains in for the Condition-and-Action method, 782
 - similar to job knowledge, 773
 - similarities with procedural knowledge, 773
 - weak association with personality, 776
 - weakly correlated with general intelligence, 775

- Tacit Knowledge for Military Leadership inventory (TKML), 778
- tacit knowledge inventory for auditing, 778
- Tacit Knowledge Inventory for Managers (TKIM), 778
- tacit knowledge scores, regarding safe driving, 779
- tacit-knowledge inventories, 776
- tactical combinations, embedded in a game position, 606
- tactical skills, 275
- tactile expertise, 237
- tactile sensitivity, 552
- “take-the-first” heuristic, 603
- talent
- development program, 285
 - identification, 265, 278, 667
 - potential mechanisms for explaining, 610
 - as a prerequisite in many domains, 143
 - requiring minimal external stimulation, 836
 - search and development, 665–668
- Taliesin*, with an artificial waterfall, 825
- tangibles, for creating a new venture, 398
- target, responding in a group of stimuli, 815
- “target condition,” establishing, 444
- target shape, finding within a more complex set of lines, 579
- task(s)
- activities elicited by standardized tasks, 198
 - analysis of, 197
 - appropriate for persons with specific levels of expertise, 802
 - classes of, 96
 - completing, 343, 511, 748
 - demands of, 18
 - diagram of, 187
 - distractions, 728
 - domains, 62
 - environment of, 64, 719
 - expertise involving representations of, 69–70
 - goals of, 157
 - knowledge, 459
 - in knowledge-based systems, 85
 - management strategies, 724
 - measuring the fixed capacity of STM dramatically improved by training, 698
 - mental models, 513
 - prioritization, 730
 - related to target performance, 398
 - representative, 14, 70
 - requiring longer durations of recall, 198
 - saturation, 728
 - structure of, 806
 - of a writer poorly structured, 413
- task performance
- changing as a result of thinking aloud, 196
 - initial, 217
 - methods of generating models for, 197
 - task practice, 218, 222
 - “task specificity,” of expertise, 67
 - task-relevant knowledge, capabilities of, 62
 - task-relevant training, correlation with performance, 538
 - task-specific knowledge, 89
 - task-specific methods, 86
- taste
- components of, 238
 - identifying, 238
- tax advisor, accompanying a tax preparation program, 98
- taxi drivers. *See also* cab-drivers
- brain effects, 245
 - finding a particular destination, 244
 - licensed practiced for 35 hours every week, 245
 - more experienced generating a larger number of possible routes, 66
 - studies of expertise, 402
- taxonomic knowledge, representing, 99
- taxonomy, of teacher knowledge, 441
- teacher effectiveness, measures of, 438
- teacher-learning programs, 448
- teacher-level variance, in student learning outcomes, 439
- teachers. *See also* expert teachers
- able to integrate the skills of teaching with concepts and knowledge, 442
 - as actors with a specific agenda, 432
 - allowing to monitor and provide feedback on thinking, 207
 - American, helping to increase student discussion in mathematics lessons, 439
 - analyses of classroom video clips, 448
 - assessing a given individual’s current performance, 763
 - assessing current level of performance, 755
 - assigning individualized practice tasks with immediate feedback, 756
 - becoming experts, 443–448
 - coming and going, 444
 - creating learning opportunities for students, 440
 - designing practice activities, 755
 - education of, improving teaching, 448
 - effect on student outcomes, 440
 - effects on students’ learning using random assignment, 438
 - experienced shifting attention among multiple views, 443
 - as expert in one environment but not in another, 434
 - expertise connecting to student outcomes, 437
 - getting students engaged with studying content, 432
 - having knowledge, skill, and judgment, 448
 - improving the expertise of, 444
 - managing content and students, 432

- teachers (cont.)
- meeting regularly in groups, 446
 - monitoring the students' attained practice goals, 756
 - not seeing their own skill as needing to be improved, 445
 - producing strongest gains on achievement tests, 432
 - producing student gains on standardized state tests, 438
 - professional development, 448
 - requiring the cooperation of students, 431
 - responsive to individual students and attentive to the class as a whole, 443
 - skills and standards, 65
 - societal expectations for, 109
 - support by exceptional, 13
 - versus teaching as the focus of improvement, 445
 - testing changes in routines, 448
 - time spent in performance, 445
 - viewing video clips of authentic classroom episodes, 441
 - walking through example problems, 434
- teaching
- analysis as the key to developing expertise, 447–448
 - as a complex socio-cultural system, 448
 - as a complex system of interacting elements, 431
 - constrained by a number of variables, 433
 - as contextual, 438
 - creating conditions for deliberate practice, 445–446
 - as cultural activity, 434–435
 - definition of, 432–433
 - differences across countries, 434
 - enacted as knowledge dissemination, 36
 - for ethics, 780
 - expert, as a highly contextualized endeavor, 440
 - expertise and expert performance in, 431–448
 - expertise existing within a cultural matrix, 439
 - expertise in, 436–439
 - factors co-determining the results of, 434
 - helping students achieve the learning goals valued by society, 433
 - improving in two distinct ways, 444
 - including planning and reflection before and after the lesson, 433
 - initial approaches, 338
 - involving adaptive expertise, 436
 - methods based on demonstration and imitation, 558
 - more like dinnertime conversation than flying an airplane, 435
 - more like driving to work than like shooting a rocket to the moon, 445
 - nature of, 432–433
 - not an individual endeavor, 431
 - often observed only by students, 436
 - practicing the skills of, 442
 - presenting a challenge for models of expertise, 448
 - requiring constant adjustment, 438
 - researching the effects of on learning, 440
 - of science, 33
 - structure of, 444
 - as a system, 433–434
 - ubiquity of, 432
 - in the United States compared with teaching in high achieving countries, 434
 - as “working in relationships,” 432
- teaching routines
- aim of improving, 448
 - implementing non-optimal, 436
- teaching strategies
- based on an assumption of a general skill as ineffective, 337
 - generation of alternative, 447
- team(s). *See also* expert teams; virtual teams
- activities of, 508
 - aspects necessary for ensuring high performance, 522
 - cohesion of, 520
 - commitment of, 518
 - communicating effectively as critical, 723
 - described, 507
 - deviations of novice considered as errors, 510
 - effectiveness of, 508–509
 - expert performance of, 747–748
 - of experts, 506, 507
 - goals of, 509, 522
 - helping behavior, 510
 - identity of, 518
 - innovation as a function of team composition, 516
 - interviews, 168
 - involving remote collaboration, 458
 - literature of, 507
 - mediators, 510
 - new ventures founded by, 391
 - performance of, 508
 - scaffolds as coordinating mechanisms in temporary groups, 510
 - working in a natural situation, 461
- team adaptability
- defined, 510
 - described, 521
 - as the driving factor of team adaptation, 510
- team adaptation, 510–511
- conceptualizing as a process, 521
 - critical for understanding how expert teams operate, 510
 - enabling team members to acquire expertise through learning, 511
 - literature of, 521
 - model of, 510
 - as a nomological network, 510

- as an outcome, 521
- as a process, 511, 521
- promoting successful, 511
- role of as a mediator between team learning and team performance, 511
- team affect research, 508
- “team based” skills, 506
- team behaviors, cognition, and affective states, 509
- team cognition. *See also* cognition
 - current work in, 403
 - encompassing a collective team awareness, 508
 - models for, 168
 - studies on, 458
- team composition, 515–516
 - aspects of, 521
 - described, 515
 - having different definitions and conceptualizations, 521
 - literature of, 515
 - maximizing team processes and performance outcomes for space crew teams, 516
 - as a predictor of team creativity, 516
 - of two different types of thinking styles, 515
- team coordination
 - decreased with virtuality, 518
 - training and measuring, 465
- team design processes, 378
- team leaders
 - clarifying team member roles, 174
 - evidencing skill in identifying key causes, 297
- team leadership, 514–515. *See also* leadership; shared leadership
 - defined, 514
 - new avenues for researching, 509
 - setting apart an expert team from other teams, 514
 - uncovering the underpinnings of, 514
- team members
 - engaging in learning processes via evaluating past instances of performance, 511
 - knowledge, 459
 - lacking a shared visual field and access to non-verbal cues, 459
 - letting others in on their reasoning, 459
 - preference for working on multiple tasks at once, 513
 - relying on shared team knowledge, 508
 - technology as, 465
- team mental models, more related to team processes, 513
- team model, for knowledge elicitation, 168
- team or organizational unit, knowledge elicitation
 - challenging for, 168
- team practice
 - best discriminator after the age of 12 years, 656
 - effect on performance, 758
 - team process and function, experts at, 507
- team sports
 - coaches compensating for a weakness in one player, 666
 - identifying game situations where a given player needs to make a quick decision, 705
 - patterns formed by the relative locations of players, 681
 - requiring athletes to make fast decisions and execute rapid responses, 206
- team tacit knowledge, measures of, 776
- team training, 522
- team virtuality, 516, 521
- team-centered communication, mitigating errors
 - through, 459
- team-level rewards, implementation of, 522
- teamwork
 - features indicating the existence of expert, 519
 - indicators often unseen or unmeasured, 519
 - measuring physical, proxemics, and kinetic indicators of, 519
 - teams adept at, 506
- technical and tactical demands, of a sport, 667
- technical knowledge, weak correlations with tacit knowledge, 774
- technical performance, cases of, 300–301
- technical practice, undertaken to master the piece, 539
- technical procedures, errors and successes for surgeons, 346
- technical skills
 - acquired on low-fidelity bench models, 341
 - among different populations of elite youth soccer players, 277
 - as a component of medical practice, 340
 - objective measurement of, 340–341
- techno-centric development process, 172
- techno-centric mindset, 174–175
- technocracy, critique of, 22
- technological solutions, tendency to turn to, 188
- technology
 - becoming ubiquitous in NDM environments, 466
 - expert performance differing based on type of, 366–367
 - NDM and, 465
 - training for new, 367
- technology design, for NDM, 466–467
- technology displays, improving experienced pilots’ situation awareness, 367
- technology-centric design disciplines, ignoring human cognition, 171
- technology-push design strategy, driven by a political agenda, 172
- TED system, for the Army’s M1 Abrams tank turbine engine, 96
- telegrapher, ten years of experience required to become a professional, 11

- telegraphy, performance plateaus, 194, 752
 telephone help desks, 96
 television, language used on, 646
 television programs and movies, vocabulary required to watch, 637
 template theory
 direct implementation of, 605
 explaining results found on blindfold chess, 606
 showing high-level, schematic structures (templates) evolving from perceptual chunks, 600
 temporal accuracy, maximal, 566
 temporal discrimination thresholds, 567
 temporal occlusion, 247, 661, 679
 temporal plane, 559
 temporal precision, 562
 temporal relationship, between key elements, 684
 temporal TMS, 513
 10,000 hours of practice, required for expertise in violinists, 625
 “10-year rule,” 425–426. *See also* decade of practice
 holding for creative domains, 820
 for musicians and composers, 540
 qualifications and complications regarding, 318
 seeming to hold for professional writers, 425
 tennis
 anticipation activated areas responsible for perception of body movements, 246
 anticipation task, simulation based, 664
 more activation in experts’ AON when predicting where different shots would land, 247
 an opponent’s serve often exceeding 130 mph, 660
 think-aloud protocols during the changing of sides, 206
 tennis players
 anticipating what the opponent will do next, 660
 anticipating where the ball is going to land, 234
 performance not improving after decades of weekly playing, 752
 tension view, arguing that expertise works against creativity, 813
 tensor based morphometry (TBM), 559
 Tentative Ask, 400
 Terminal Radar Approach Control task, 219
 test
 of running speed, 214
 yielding reliable results, 214
 testing
 paradigms, 589
 as the tail wagging the dog, 9
 test-retest method, 214
 test-retest procedures, 214
 test-retest reliability, 263
 Texas Hold’em (poker), playing against a computer, 203
 text(s)
 comprehension as a linear relationship with percentage of vocabulary known, 635
 professional revision of, 423
 reading a wide range of authentic, 637
 relating to what a reader already knows and stimulating new thinking, 416
 reviewing, 414
 understood by a second language user knowing the most frequent 2,000 words only, 638
 text production
 emotional and motivational factors involved in, 420
 not occurring in a linear sequence, 415
 processes of, 414
 text representation, developing, 423
 text-based simulations, 338
 Thales, 134
 Theo (British Springer Spaniel), 50
 theorems, proving, 60, 87, 89
 theoretical accounts, of expert performance in older age, 839–840
 theoretical concepts, describing the two sets of respective preconditions, 106
 theory of evolution, potential to organize and unify the social sciences, 40
 thesis, publicly defending, 6
 “think ahead of the aircraft,” during the flight, 726
 “think aloud.” *See also* thinking aloud
 method of instructing participants to, 62
 subjects asked to, 194
 “think aloud” methodology, 62, 207
 think-aloud protocols
 cognitive processes associated with more experience, 204
 collecting, 72
 demonstrating the intermediate effect, 803
 describing and diagnosing thinking outside of traditional laboratory studies, 207
 with expert entrepreneurs revealing reasoning heuristics, 394
 of a good club player and a chess expert, 202
 identifying chess moves, 702
 investigating experts’ problem-solving, 112
 with mental calculators, 704
 skilled chess players evaluating consequences of mentally moving chess pieces, 701
 studying a representative sample of expert entrepreneurs, 392
 tracking participants’ thought processes on motor tasks, 803
 think-aloud verbalizations, 14, 206
 thinking
 addressing, 61
 introspective analyses of, 193

- Thinking, Fast and Slow* (Kahneman), 85
- thinking aloud. *See also* “think aloud”
- common alternative to, 205
 - giving overt expression to sub-vocal verbalizations, 194
 - performance of versus individuals who completed the same tasks silently, 196
 - when choosing the next chess move, 602
- thinking outside of the box, 832
- thinking styles, in a team, 515
- thinking time, blunders from decreasing, 603
- third age (until age 70), 849
- Third International Mathematics and Science Study (TIMSS) video studies, 434, 439
- Third International Maths and Science Survey (TIMSS), 627
- thought(s)
- basis for, 35
 - capturing expert with protocol analysis, 192–207
 - giving verbal expression, 196
 - reoccurring with the same stimulus, 193
 - reporting in sequence, 198
 - technical problems in articulating theories and models of, 60
 - verbal expression of, 193, 198
- thought processes, assessing during performance, 198
- three relations, identifying between chess pieces, 242
- Three Dimensions of Expertise, 28
- three-dimensional form and space, conveying the illusion of, 584
- tic-tac-toe, no such thing as expert performance, 45
- time
- classroom teaching constrained by, 433
 - creating by the anticipatory encoding of movement pattern information, 681–684
 - dedicated to practice alone reduced for professional musicians, 761
- time analysis, indicating work-rate, 258
- Time Budgets, Diaries and Analyses of Concurrent Practice Activities* (Deakin, Côté, and Harvey), 257
- time constraints, 335
- time lags, associated with technology, 516
- time motion analysis, 258
- time motion studies, 296
- time periods, in profiles of elite performers, 265
- time pressure
- minimal impact on accuracy, 347
 - within groups impacting complex cognition and behavior, 467
- time structures, analysis of, 554
- time windows, early in event sequences, 679
- time-varying covariates, 281
- timing, of writing, 421
- Timmer, Marianne, 277
- tissue, removed during radical prostatectomy surgery, 346
- TMS. *See* transcranial magnetic stimulation (TMS)
- “To Err Is Human” (Kohn, Corrigan, and Donaldson), 331–332
- tonality, material structured according to rules of, 541
- tongue, 556
- tools
- becoming extensions of persons, 772
 - building testable models, 86
 - complexity of increased with the expansion of brain size, 45
 - humans using, 772
 - including enhanced representational systems, 465
 - making more effective, 41
 - sharing uncertainty or ambiguity, 465
 - use acquired accomplishing a desired goal, 772
 - used by professionals, 133
 - used by writers, 421
- top-down and bottom-up views, integrating, 587
- top-down approach, designers deviating from, 383
- top-down explanations, 584–586
- top-down goal-driven process, 717
- top-down methods, facilitating appropriate visual selection, 587
- top-down position, closely associated with art historian E. H. Gombrich, 584
- top-down processing
- describing, 580
 - operating in tandem with bottom-up processing, 717
 - visual expertise engaging, 236
- top-down results, summary of, 586
- top-down strategies, resolving perceptual ambiguities, 587
- topographical skill, of taxi drivers, 244
- tournament chess performance
- captured in a controlled environment, 701
 - closely associated with performance on selecting-the-best-move task, 698
- tournament play, effect not statistically significant after taking deliberate practice time into account for chess, 608
- Tower of Hanoi, 155, 195
- Tower of London, solving, 607
- TRACON (Terminal Radar Approach Control), complexity of, 218
- trade guilds, in medieval times, 127
- trade-offs, of beginning teachers, 443
- Trail-Making B, 848
- train engineers, specializing on specific geographic areas, 358
- trainability, 52
- trained motor patterns, 558

- trainees
- minimizing the number of washing out of a training program, 223
 - presented with realistic scenarios, 460
 - reviewing rankings and rationale provided by operational experts, 185
- training. *See also* individualized training; musical training; perceptual training
- ability to anticipate, 687–689
 - accuracy of information, 263
 - before the age of 7 years resulting in changes in white-matter connectivity, 562
 - in causal analysis, 297
 - designed for particular performers by teachers and coaches, 14
 - effects of different types of, 281
 - effects of on memory for briefly presented chess positions, 698
 - for expertise, 459–460
 - factors distinguishing experts from non-experts as the result of, 257
 - hazard perception, 364–365
 - hours per week, 281
 - individualizing in college, 757
 - intense necessary for modifying joints, 754
 - interventions, 782
 - late onset of as a triggering factor, 566
 - leverage point for as a cognitive one, 368
 - logs, 259
 - NDM-based, 459–460
 - necessary for musical expertise, 552
 - needed to direct workers' attention to critical information, 175
 - needed to reach high levels of performance in any domain, 10
 - older adults requiring specific types of, 846
 - outcomes improving with expert teams, 522
 - outside the current comfort range of the learner, 445
 - for pilots as rigorous, 726
 - power to mitigate age effects, 842
 - practice techniques among chess players, 607
 - proposing types of, 77
 - teaching novice squash players the cues used by experts, 688
 - types of, mediating improved performance for years and decades, 754–757
 - using a challenging scenario with several decision points, 185
 - years of intense required to become an internationally acclaimed performer, 751
- training activities
- other types of, 757–759
 - specialized, 75
- training and experience, after a limited period of, 752
- training and practice activities, describing different, 755
- training environments, practicing to attain specific changes, 75
- training group
- engaging in thoughtful analysis, 657
 - increased mental effort during practice, 657
- training methods
- for acquiring complex cognitive mechanisms, 77
 - in chess, 606
- training programs
- for judges of case studies, 294
 - “leveling” individual differences in performance, 217
- training/practice, importance of in skill development, 257
- trait(s)
- associated with learning the most, 216
 - associated with particular challenges, 516
 - defined, 213
 - families of, 221
 - operating synergistically, 226
 - required for expertise, 45
- trait complexes, 226–228
- facilitative in the development of knowledge about different domains, 229
 - at the heart of Ackerman's investment theory of adult intellectual development, 227
 - predicting educational and occupational opportunities, 228
 - as useful predictors of individual differences in domain knowledge, 227
- trait determinants, of expert level performance, 221
- trait predictors
- of expertise, 221–225
 - of initial task performance, 221
- trait quality, 44
- “traits” approach, personality variables researched as part of, 390
- trajectories of developed performance, recording for individuals, 751
- Transactional Ask, 399
- transactive memory
- groups forming, 141
 - notion of “shared” related to, 459
- transactive memory systems (TSM), 518
- defined, 512
 - evaluated via a self-report measure, 512
 - literature on shared cognition, 521
- transcranial magnetic stimulation (TMS), 512–513, 567, 568
- “transdisciplinarity,” 138
- transfer. *See also* near transfer
- of expertise, 820, 822, 823–828

- of knowledge, 35, 37, 540, 813, 831
- local, 821
- low-level, 669
- in older adults, 848
- of training, 228, 460
- transfer learning, work on, 89
- transfer quotient, promoting skill transfer, 668
- transfer-of-expertise analysis, 823
- transformational leadership, at the team level, 520
- transformations, between cognitive states, 178
- translating, sub-process of, 414
- translation, of languages, 704
- transnational sociology, 129
- transparent decision aids, 495
- transparent systems, 84
- transportation
 - in the first edition of the *Cambridge Handbook*, 358
 - moving people from one point of this planet to another, 356
 - offering complex embeddings of cognitive and non-cognitive factors, 357
 - some aspects becoming automatic, 358
 - value of experience in, 356
- transportation domain, expertise in, 356–368
- trauma teams, investigation of expert, 510
- treadmills, building, 749
- treatment methods, for musician's dystonia, 568
- "a tree must bend while it is young," 563
- trial-and-error techniques, for design modification, 384
- triangulation, confirming case observations, 292
- triathletes, 266
- triggering event, 678
- triggering factors, for MDs, 564
- triple helix, as the first model of DNA, 823
- trumpet players, inhalation and expiration pressures in, 542
- trust
 - among members of virtual teams, 518
 - role in cross cultural teams, 510
 - by team members, 508
- "truth," 136, 137
- "truth machine," peer review as, 138
- Turing Test, 27
- TV and movies, watching, 647
- TV shows, pitching on, 399
- two-dimensional array of neurons in M1, coding for three-dimensional movement in space, 556
- "Type 1 domains," establishing a causal connection between proficiency at specific activities, 400
- Type 1 processes
 - evidence linking to exemplars as strong, 336
 - as an impediment to the quest to become an elite performer, 334
- reflecting direct unconscious retrieval of prior exemplars (hypotheses), 336
- relying on retrieval of specific exemplars, 337
- shortcuts or "heuristics" used by, 333
- Type 2 domains, prediction of individual or aggregate human activity, 400
- Type 2 processes
 - analytical knowledge consisting of different knowledge representations, 337
 - computational processing in memory, 336
 - constraining to increase errors, 335
 - relation between errors and, 336
 - requiring working memory, 335
- Type 2 (System 2) reasoning, 333
- typicality, sense of, 455
- typing
 - advance coordination of fingers in, 837
 - attaining acceptable performance, 752
 - evidence for plateaus, 752
 - increases in speed and, 758
 - as procedural knowledge, 773
- typing speed, 224, 758
- typists
 - having more gray matter, 248
 - increasing typing speed, 758
 - older expert, 844
- ubiquitous expertises, 24, 28
- UK National Health Service, 171–172
- unacceptable word sequences, influence of the learner's L1 on using, 646
- unanticipated contingencies, 90
- unattainability, 762
- uncertain inference, dealing with, 91
- uncertainty
 - as a characteristic of entrepreneurship, 400
 - dealing with, 457
 - as hallmark of NDM domains and situations, 457
 - having to do with unknown and even unknowable distributions, 394
 - involving, 479
 - managing, 456
 - principal forms of, 457
 - rough estimates of, 91
 - successful designers good at coping with, 374
 - technology and system design addressing issues of, 467
- unconscious thinking, 107, 814
- undergraduates, reviewing key facts and anomalies, 301
- under/overconfidence, 487
- understanding. *See also* representative understanding
 - as a function of the integration of multiple pieces of data, 721

- understanding (cont.)
 more focus on at higher levels of expertise, 726
 of what is perceived, 720
 “unexpected discoveries,” during the design process, 379
 unguided learning, placing higher cognitive demands on novice learners, 798
 unguided problem-solving, vs. worked examples, 797–798
 Union Carbide disaster in Bhopal, 22
 unit structure, 99
 units of analysis, 294, 314
 universal control system, cerebellum serving as, 557
 “universitas magistrorum et scholarium,” 135
 universities
 accumulating and explaining knowledge, 6
 described, 135–136
 leadership simulation, 297, 300
 student demand for entrepreneurship classes in, 391
 University of Missouri, School of Journalism running a daily city newspaper, 425
 University of Paris, 6
 university teachers, specialised role of, 136
 unobtrusive measures, providing incorrect information about the team’s functioning, 519
 “unprincipled” behavior, not equating “opportunistic” with, 384
 “unreasonable” place, world as, 818
 unshared information, 140
 unstructured pattern, in basketball, 682
 unsystematic effort, 168
 upper anterior cingulate gyrus, 240
 U-relation, between age and level of performance, 272
 US intelligence community, following the 9/11 tragedy, 172
 US Internal Revenue Service, recognizing dog expertise, 50
 US Olympic basket ball team, in 1992, 506
 US president, performance of contingent on prior experiences, 315
 usability of knowledge, alternative proposal about, 71
 usability testing of software, 207
 “usable” knowledge for teaching, measure of, 441
 use, knowledge of, 643–644
 U-shaped relation, in data with younger workers, 838
 utility analysis, of judgment accuracy, 453
 “utility of effort,” 225
- vaccines, controversies over, 22
 vacuum pumps, not efficient enough, 829
 valid outcomes, for patients requiring long-term follow-ups, 203
 validity
 concept of, 215
 of data, 263–264
 implicit in experimental research, 229
 of judges’ appraisals, 294
 of procedures, 294
 referring to whether a property measures what it sets out to measure, 215
 of verbalized information while thinking aloud, 197–198
 “value add” models, of student achievement, 432
 value judgments, affected by irrelevant variations, 487
 values, assessing, 486
 variable definitions, in historiometric inquiries, 314–315
 variable environments, placing strains on organisms, 41
 variable type aspect, of team composition, 521
 variables
 accounting for firm survival, 393
 correlated to an individual’s current level of performance, 271
 selecting to include in a longitudinal study, 285
 sets of, for classical music composers, 319
 underlying performance, 275
 variance, partitioning, 217
 variance structure, establishing, 281
 variance truncation, 314
 Vedic priest, 244
 vehicle control skills, 734
 vehicle operators. *See also* drivers
 adapting to the new age of technology, 367
 experienced more likely to respond to a situation change, 360
 experienced requiring greater training, 367
 gaze patterns of experienced and less-experienced, 360
 learning to self-regulate behavior, 357
 ventral premotor cortex, expert dancers activation of, 246
 ventral tegmental area, 554
 venture capitalists, 399
 venture formation, 392
 venture investors, 391
 Venturi, Robert, 375
 venturing, success in, 391
 Venturing (name of imaginary product), 406
 venturing instrument, 405–408
 verbal ability, of professional writers, 416–417
 verbal explanations of technical diagrams, 798
 verbal interaction, during communication tasks, 785
 verbal overshadowing, effects of, 197
 verbal protocol analysis, 60
 verbal protocols, masters using larger structures than chunks, 600
 verbal reports
 collected during near and far task decision scenarios, 664
 on expert thought processes, 193–195
 generating more detailed, 194
 made by “experts” versus novices, 291
 methodologies, 206, 538

- methods and instructions used to elicit, 195
 monitoring experts' performance, 12
 procedures, 196
 protocols for probing conscious strategies, 680
 regarding mental calculators, 704
 suggested an increase in higher-order cognitive processes, 662
 of thinking, 193
 verbal working memory, demands on from planning novel ideas, 416
 verbalizations
 corresponding to vocalizing "inner speech," 195
 of intermediate sums, 197
 levels of, 195
 of one's experiences, 780
 of thoughts, 196, 207
 verbalized information
 during silent thinking, 195
 validity of, 197–198
 veridical appearance of an object, perceiving, 581
 vernacular (folk) musicians, 536
 vertex types, prevalence in a variety of languages, 157
 vertical lines, perceived as longer than horizontal lines, 581
 VFR landings, 361
 vibrating stimuli, worsening musician's dystonia, 568
 video cameras
 helmet-mounted, 465
 using with NDM, 465
 video clips, in soccer, 662
 video-based training, requiring perceptual judgments, 689
 videos and detailed records, collecting for particular patients, 203
 videotaped lessons, collected from teachers' classrooms, 438
 videotapes, of eighth-grade mathematics and science lessons, 434
 vigilance and monitoring deficiencies, 728
 vignettes, depicting practical problems, 776
 violin, technical demands of the left fingering hand, 564
 violinists
 accomplished having accumulated more practice, 755
 categorized into groups based on level of attainment, 654
 cramp, 563
 from different degree programs, 537
 early start of training, 536
 forearm rotation of, 542
 left hand more frequently involved, 564
 tending to be practice fanatics, 537
 time practicing alone as the most relevant activity, 755
 "virtual patients," 332
 virtual reality simulator, conducting missions in, 730
 virtual team leaders, 518
 virtual teams. *See also* team(s)
 development of swift trust in, 510
 leadership in, 509
 overcoming challenges associated with large team sizes, 517
 performance of, 516, 518
 relying on electronic tools to collaborate and coordinate, 516
 team members being satisfied with their leader, 517
 virtual tools
 communication via, 514
 utilizing in real-time, 517
 virtuality
 associated with enhanced unique information sharing, 517
 effects, 517, 518
 influence of in novel settings, 518
 relevant aspects of for categorization purposes, 521
 of a team, 516–518
 virtuoso piano repertoire, demanding more from the right hand than the left, 564
 virtuosos, requirements for, 552
 vision, central versus peripheral, 686–687
 "visionaries," introducing completely new concepts and constructs, 385
 visual acuity, changes in, 151
 visual aids
 as beneficial for certain tasks, 496
 benefits of, 494
 improving skilled decision making, 497
 for many types of risk communications, 496
 promoting risk literacy, 495
 providing, 494
 visual art, 576, 592
 visual artists
 creating depictions, 592
 depicting real or imagined visual scenes, 160
 exploiting many technical devices, 576
 visual association areas, in the brain, 240
 visual attention, 155, 586, 587
 visual binding, 155
 visual categories, 156
 visual coding, 622
 visual cortex, 157
 visual expertise, 236, 248
 visual field, 686
 visual gaze, 664, 684
 visual grouping, impacted by formal syntax, 156
 visual illusions, 581, 583, 589
 visual information, integration of, 556
 visual input, streams of processed in parallel, 577
 visual object recognition, 152
 visual operations, 153

- visual perception. *See also* perception
 as an aid to developing good number skills, 619
 discipline-specific ways of altering, 154
 evidence regarding low-level or sweeping changes to, 160
 organizing to facilitate identification, 160
- visual perceptual abilities, 619
- “visual pivots,” 661
- visual realism, 577
- visual representations
 binding terms into objects, 156
 modified format with additional, 800
- visual scan patterns, in helicopter overland navigation, 361
- visual scenes, construction of, 154
- visual search, facilitating, 159
- visual selection and decision making, critical for realistic depiction, 585
- visual system, inferring the actual structure of objects and scenes, 581
- visual tasks, implementing, 152
- visual tokens, ideas as, 380
- visual word form area, 156, 157
- visual working memory, 622
- visual-information pick-up, 660–662
- visually accurate rendering, 577
- visually engaged art experts, testing, 589
- visuo-spatial features, perceiving in sketches, 379
- visuo-spatial images, generation of, 241
- visuo-spatial interfering tasks, negatively affecting problem-solving performance, 606
- vocabulary
 behaving in terms of frequency, 637
 breadth of, 639
 knowledge of, fundamental to all language use, 634
 mastery of, 640
 mid-frequent, 638
 necessary to use English at the basic end of the proficiency continuum, 638
 as one aspect of comprehension, 637
- vocabulary depth, 639
 as a complex construct, 643
 conceptualized in relation to individual words, 640
 reliable and comprehensive measures of lacking, 648
 understanding, 640
- vocabulary knowledge
 components of, 648
 contributor to success in language performance, 634
 depth of, 639–640
 as a good predictor of general proficiency in a second language, 634
 involving both breadth and depth, 639
 network view of, 641
- Vocabulary Levels Test, 636
- Vocabulary Profile, 636
- vocabulary size
 correlating positively with judgments of writing effectiveness, 417
 larger suggesting a high level of language exposure and learning experience, 639
 for LS, 637–639
- Vocabulary.com* application, 648
- vocational interest themes, 225
- voxel based morphometry (VBM), 235, 559
- Wagner, Richard K., 772
- waiters
 exceptional memory for dinner orders, 200
 keeping in mind precise orders for up to 20 people, 623
- The Waste Land* (Eliot), 425
- water, not compressible, 829
- Watson, John B., 193, 194
- ways of being, 36, 37
- “we know more than we can tell,” explaining why, 455
- “weak and strong methods,” in AI, 61
- weak areas alone, practice in, 807
- weak executive functioning, 816
- weak methods, 61
- weakly activated ideas, becoming sensitive to, 816
- weather conditions, skilled performer adjusting performance to changed, 73
- weather forecasters, 183, 722
- weather map comprehension, visual salience and, 153
- Web, technology for traversing, 93
- Weber, Max, 137
- weekly training activities, increasing or changing, 754
- Weighing pros/cons of alternatives, in RAWFS, 457
- weight, associated with a rule, 91
- weight classes, dogs sorted into, 51
- weight-pulling, sport of, 51
- Welsh laws of Hywel Dda, 50
- Wernicke’s area, 415, 554
- “Western art music tradition,” 536
- the “what,” of The Ask, 398
- “what-if” type thinking, 726
- white matter, differing between different instrumentalists, 561
- white matter density, increasing as a consequence of musical training, 553
- white matter microstructures, 559
- white matter tracts, 560
- white-matter organization, in early- and late-trained musicians, 561
- the “who,” of The Ask differing, 398
- Who is Musical?* (Billroth), 535

- whole-case approaches, 338,
- Wikipedia entries, employed in case studies, 293
- wildland firefighters, 456
- Wilkins, A. F., invention of radar, 828–829
- William of Ockham, 135
- Williams sisters, in tennis, 625
- Wiltshire, Stephen, 579
- wine expertise, 238
- wine tasters, 238,
- “wing warping,” 827, 828
- wisdom, 779
- within-person processes, allowing for the investigation of, 404
- women, displaying a lower chess-specific self-esteem, 608
- Woods, Frederick, 312
- woodwind players, both hands equally likely to be affected by dystonia, 564
- word(s)
 - ability to use strongly related, 641
 - following formulaic patterns, 643
 - interconnections between, 641
 - knowing involving the mastery of nine aspects, 640
 - learning many in a limited amount of time, 640
 - small number of occurring very frequently, 637
- word acquisition, proposed stages of, 640
- word association knowledge, 642
- word choice, diversity in, 417
- word combinations, learning, 635
- word families, 634, 637
- word forms, processing regions for, 157
- word images, sequences of, 414
- word knowledge
 - components of, 641–642, 648
 - conceptualization of, 640
 - dimensions of, 639
- word level, of a text, 415
- word meaning, knowing the boundaries of, 642
- word pairs, 219
- word parts, 640, 642
- wordlists, memorizing, 640
- work. *See also* professional work
 - anthropological studies of, 166
 - changing nature of, 100
 - defined and cognitively steered by specific interpersonal work settings, 132
 - expert, as an activation of expertise in context, 141
 - institutionalization of expert, 143
 - reallocating into more efficient work packages, 174
 - supporting, 172
- work activities
 - aligning with learning processes, 113
 - compared to deliberate practice, 424
 - development of occupational expertise through, 113–116
 - engaging in novel generative of new learning, 114
 - learning and, 114–115
 - providing access to knowledge, 118
 - routine providing learning experiences, 115
- work design documents, employed in case studies, 293
- Work Domain Analysis, 175
- work environments
 - engineering, 420
 - predominated by non-routine tasks, 781
- work experiences, supporting the development of occupational expertise, 116–121
- work narrative, mapped onto a Decision Ladder, 179
- work plans, as a basis for analysis, 302
- work products
 - analysis of, 302
 - employed in case studies, 293
 - observations of, 304
 - using as a basis for case studies, 302
- work schedule, adhering to, 420
- work sessions, length of, 422
- work settings
 - affording occupational experiences, 108
 - objective performance criteria in, 167
- work strategies, appraised for scientists, 301
- Work Task Analysis, 178–181
- work task trajectories, 180
- work tasks, 178
- worked example effect, 798
- worked example-problem pairs, 807
- worked examples
 - vs. unguided problem-solving, 797–798, 801
- workers
 - coming to perceive their learning as being unappreciated, 122
 - defining expertise on the basis of abilities, capacities or skills, 167
 - at different levels of experience following different trajectories, 180
 - effective, 166
 - engagement in both routine and non-routine problem-solving tasks as generative of new learning, 114
 - experienced, 166, 176
 - identifying as experts, 167
 - motivating to engage in deliberate practice, 175
 - professional not needing supervisors, 132
 - relying on a mix of formal, informal, and affective cognitive processes, 166
- workers/employees, certification of, 132

- working animals, sharing similarities with human experts, 54
- working memory, 620–624. *See also* short-term memory (STM)
- ability not predicting SA scores in experienced pilots, 725
 - accessing knowledge structures in long-term memory, 797
 - activating explicit knowledge, 803
 - age-related changes, 838
 - assessments of, 493
 - as a bottleneck, 717
 - capacity and retrieval, 719
 - composing placing severe demands on, 417
 - cues in for retrieving information in long-term episodic memory, 622
 - determining which knowledge held in long-term memory is used to determine action, 797
 - extensively studied in other domains, 706
 - individual differences in the measures of, 707
 - influence of on sight reading performance, 707
 - limitations of, 414, 805
 - limitations on calculation, 620
 - limited capacity of, 622, 796
 - load, 155, 793
 - during mental calculation, 703–704
 - not a limiting factor in creative decision making, 706
 - novices severely hampered by, 719
 - in other domains of expertise, 706–707
 - positive relationship with Level 3SA, 725
 - representation of game situations, 706
 - research demonstrating expanded during addition of numbers, 704
 - role on SA, 725
 - “sharply limited processing capacity” of used only by Type 2 processes, 334
 - from short term to long term, 70–71
 - during simultaneous translation, 704–705
 - sports and, 705–706
 - storage, 71, 709
 - superior in experts, 696–709
 - superior performance supported by expanded, 699
 - support of chess playing, 703
 - Type 2 reasoning loading on, 333
 - types of used in calculation, 622
- workload
- creating a significant challenge for SA, 724
 - decreased dramatically despite the reduction in staff, 174
 - problems faced by inexperienced pilots, 730
 - sharing, increase in, 510
- workplace
- challenges of observation, 168
 - as the common turf for concurring occupations, 133
 - contributions to the development of occupational expertise, 109
 - mathematical skills in, 616
 - organization of experiences, 121
- work-related learning, 121
- world
- in flux, 820
 - as an “unreasonable” place, 820
- World Chess Federation, rating list published by, 609
- “world” in NDM, 454
- World Memory Championship (WMC), 700, 841
- world records, improvements in many types of sports, 274
- “a world without work,” speculation about, 100
- world-class chess players. *See also* expert chess players
- able to virtually reproduce all the pieces in the position, 697
 - discovering new moves superior to all the previously generated ones, 201
 - engaged in systematic search and planning, 702
 - recall performance by, 68
 - verbalized many good first moves, 201
- world-class creative performance, age function of, 320
- world-class expertise, tending to emerge from a distinctive family background, 317
- world-class grandmasters, comparing the quality of play of in standard games and rapid games, 603
- “Wranglers,” students of mathematics at Cambridge University, 618
- wrestlers, 655
- Wright, Frank Lloyd, 302, 825–826
- Wright brothers
- control system, 827–828
 - development of powered flight, 300
 - introduced the principle of balance, 300
- wrist flexors, inhibition of, 567
- writers. *See also* professional writers; *various types of writers*
- best work emerging from flow states of absorption in the task, 421
 - career, 413
 - developing habitual ways of approaching work, 421
 - experienced generated twice as many words per burst, 416
 - of fiction, 425, 426
 - in flow focusing intensely on the task and loosening self-awareness, 421
 - forcing themselves to produce line after line, 421
 - looking like very busy switchboard operators, 417
 - needing coaching through feedback, 424
 - problems of, 414
 - producing a creative story with a prompt of three words, 416
 - restructuring ideas stored in long-term memory, 423

- scheduling only a few hours per day for composing, 424
- specializing in specific rhetorical context, 419
- stages of development for, 422–424
- writer's block, 420, 421, 422
- writing
- belief in innate talent, 420
 - cognitive demands of, 414–416
 - development starting in early childhood, 422
 - emotional demands of constraining a writer, 420
 - evidence of practice in, 424
 - extended texts for publication, 413
 - fundamental, 414–415
 - of graduate students illustrating knowledge transforming, 423
 - as ill-structured and types of texts generated by professionals as varied, 413
 - intensive courses, 425
 - kinds of, 419
 - reluctant sessions, 421
 - skills, 425
- writing expertise, 416–422
- as domain dependent, 419
- written characters, transcription of words into, 414
- written composition, psychological model of, 414
- written fluency, not catching up with speech until around the age of 12, 423
- written form, of a word, 640
- written languages, 157
- written method, using the mental analogue of, 621
- written production strategy, 423
- written specialty examination, resulting in a lower patient mortality, 345
- X-chromosome, genes located on, 564
- X-rays
- diagnosing, 70
 - learning to read, 344
 - from previous patients with known outcomes, 204
- years in practice, as a surrogate for expertise, 345
- years of experience
- NDM studies relying on, 454
 - not conclusively predicting expertise, 167
- young and older expert musicians, brain activity of, 841
- Young Decision Making Competency assessment (Y-DMC), 486
- youth athletes. *See also* athletes
- performance improving with age, 272
 - selecting for the youth selection team, 281
 - study designs focusing on the complicated development of, 285
- youth competitions, older athletes usually outperforming younger, 272
- youth selections, for sports, 275
- zeal, common characteristic for prodigies, 629
- “Zeigarnik Effect,” 623
- zero-sum game, 433
- “zone of proximal development,” 398
- Z-scores, analyses with, 279