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Sommario/riassunto	Rashi, the medieval French rabbi Shlomo Yitzchaki (1040-1105), authored monumental commentaries on the Hebrew Bible and the Babylonian Talmud. With The JPS Rashi Discussion Torah Commentary, his commentary on the Torah--regarded as the most authoritative of all Torah commentaries--is finally accessible to the entire Jewish community. Steven and Sarah Levy quote from the biblical text in both Hebrew and English, highlight Rashi's comments relating to the parashah, and delve into his perceptive moral messages in the context of twenty-first-century dilemmas. Each portion features three essays with analysis and discussion questions that draw on universal human experiences, enabling families and Shabbat study groups to deepen their understanding of Rashi and the portion over the three Sabbath meals. Readers with little or no knowledge of Hebrew, the Torah, or Jewish practice will feel comfortable diving into this discussion commentary. All Hebrew terms are defined, quoted verses contextualized, and less familiar Jewish concepts explained.

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Titolo	Cognitive modeling of human memory and learning : a non-invasive brain-computer interfacing approach / / Lidia Ghosh, Artificial Intelligence Lab., Dept. of Electronics and Tele-Communication Engineering, Amit Konar, Artificial Intelligence Lab., Dept. of Electronics and Tele-Communication Engineering, Pratyusha Rakshit, Artificial Intelligence Lab., Dept. of Electronics and Tele-Communication Engineering
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Sommario/riassunto

"This book models human memory from a cognitive standpoint by utilizing brain activations acquired from the cortex by electroencephalographic (EEG) and functional near-infrared-spectroscopic (f-NIRs) means. It begins with an overview of the early models of memory. The authors then propose a simplistic model of Working Memory (WM) built with fuzzy Hebbian learning. A second perspective of memory models is concerned with Short-Term Memory (STM)-modeling in the context of 2-dimensional object-shape reconstruction from visually examined memorized instances. A third model assesses the subjective motor learning skill in driving from erroneous motor actions. Other models introduce a novel strategy of designing a two-layered deep Long Short-Term Memory (LSTM) classifier network and also deal with cognitive load assessment in motor learning tasks associated with driving. The book ends with concluding remarks based on principles and experimental results acquired in previous chapters"--
