

## **Five Computational Actions in Information Processing**

**Ștefan Vlăduțescu<sup>1</sup>, Florentin Smarandache<sup>2</sup>**

<sup>1</sup>*University of Craiova, Romania*

<sup>2</sup>*University of New Mexico, United States of America*

### **Abstract**

This study is circumscribed to the Information Science. The zetetic aim of research is double:

- a) to define the concept of action of information computational processing and
- b) to design a taxonomy of actions of information computational processing.

Our thesis is that any information processing is a computational processing. First, the investigation trays to demonstrate that the computational actions of information processing or the informational actions are computational-investigative configurations for structuring information: clusters of highly-aggregated operations which are carried out in a unitary manner operate convergent and behave like a unique computational device. From a methodological point of view, they are comprised within the category of analytical instruments for the informational processing of raw material, of data, of vague, confused, unstructured informational elements. As internal articulation, the actions are patterns for the integrated carrying out of operations of informational investigation.

Secondly, we propose an inventory and a description of five basic informational computational actions: exploring, grouping, anticipation, schematization, inferential structuring. R. S. Wyer and T. K. Srull (2014) speak about “four information processing”.

We would like to continue with further and future investigation of the relationship between operations, actions, strategies and mechanisms of informational processing.

**Keywords:** information, communication, actions, computational actions, informational processing

## **1 Introduction: Actions of information computational processing**

We consider that processing is computation. Processing constitutes computation.

Computation can be natural or artificial (Gelenbe, 2014). G. Dodig-Crnkovic speaks about “natural computation”, „as processes acting on informational structures” (Dodig-Crnkovic, 2012).

In our opinion, natural computation means mental processing, mental computation. The thought is computing. The most important mental processing (mental computation) is information processing. Information represents the form in which thought organizes the cognitive reality. When we think we run computational processes. When we think we realize information computational processing.

N. Fresco evaluates as computation only information processing, sees „computation as information processing” (Fresco, 2012; Fresco, 2014).

Any computation involves operations, actions, mechanisms and strategies. The composition of mechanisms and strategies supposes a series of operations which are developed together, are stabilized as procedure, are unitarily structured in producing some coherent effects. These performed unitary operations to achieve a unique effect are called “the action”. “The actions consist of operations of different genres” (Golu, 1975, p. 189), they may be perceptual or mental actions (judgment, reasoning); they may involve circulations and transformations of objects, images, concepts with defined informational content, on the signs and formal-abstract structures (also Dehaene, Charles, King& Marti, 2014). The choice and the performing of actions depend on the form of presentation of the communication situation (objectual, imagistic or symbolic-abstract). G. Wersig and G. Windel speak about „a theory of information actions” (Wersig & Windel, 1985) (see also David Johnson, 2014). K. L. Smith and S. Fernie focus on „action research” (Smith & Fernie, 2010).

Any action benefits by an anticipatory informational model, which is part of the knowledge base. “The actions or behaviors which are performed by subject, are either automatic or controlled” (Miclea, 1999, p. 322). The automatic actions or behaviors are determined by knowledge of working memory. The controlled

actions and behaviors are the results of knowledge processing and of structuring of goals from the most active part of working memory (Taylor, 2013). We can talk about five types of actions: exploration, grouping, schematic, anticipation and inferential structure of meanings.

Between actions, Jean Piaget reveals several dependencies: anticipatory schema is only grouping schema itself, or ordered sequence consciousness of possible operations. Filling of this schema is simple deployment of these operations. The organization of prior notions complex belongs to the laws of grouping. The question as guiding anticipatory scheme comes from the prior group and the anticipatory scheme is nothing else but the direction impressed searching, by the structure of this group. Each issue does not consist only of a particular operating system, so concerning anticipatory assumption of a solution, as well a detailed examination of it prove necessary (Zins, 2007; Henno, 2013; Hjørland, 2013; Hjørland, 2014). Any new acquisition modifies earlier notions or risks to lead to a contradiction (Piaget, 1965, p. 90). Improving the perceptual actions, shows Jean Piaget (Apud Golu, 1975, p. 122), entails increasing the fidelity degree of information.

Information computational processing is a cognition device consisting of an automated mechanism and voluntary strategies. The idea that, partly, processing would be a mechanism, an important gain in information history, would remain a dead letter if beside this mechanism (compound of movements, actions and operations) that gives inter subjectivity and objectivity, substance of information, there would not be seen the reality of some individual strategies (made also of the actions and operations) that ensure the originality of the act and expose, as an assumed risk, hazard information so as to become illusion, to lose and to build an informational object essentially unreal (Vakkari, 1999; Capurro and Hjørland, 2003; Castells, 2011; Beer & Williams, 2014). Informational consumption is mechanism and strategy.

Scientific gain “mechanism” was imposed in epistemological conceptual device by J. Piaget (Piaget, 1961) and in Romanian science especially by Mielu Zlate.

J. Piaget links “mechanism”, without a clear hierarchy, to concepts such as “mental operation”, “perceptual activity”, “schematization”. On the same theoretical trajectory, there are also registered concepts like “schema” and “inference”, representing a significant contribution of Uriel Neisser to conceptual tools of epistemology.

Among these mechanisms there are listed: exploring and grouping, and as

“intellectual mechanisms”: anticipation, schematization and internal organization of the field (Zlate, 1999, pp. 132-142).

Somehow, the delimitation is correct, but for clarity of concept we have to say that in fact these “mechanisms” involving conducts of work and operations always coupled in the same way, represent informational actions. The role of informational actions is one of efficiency and not of existence, such as the role of fundamental operations is: notification of presence, connection, detection, discrimination, identification, interpretation, feedback, feed-forward.

Without operations exercise, the processing does not occur. Without the actions, processing has no efficiency when it occurs. The actions effect is multiple: providing deep cognition of the field of meaning, favoring constancy of processing, facilitating causality detection and reducing primary errors and the establishment, by installing new ex-informative relationships, a series of deformation. All actions are rationally guided practices.

## **2 Action of exploring**

Uriel Neisser (1967) conceives cognitive processing as a cycle involving an “object” (available information), “exploratory action” which explores the object and “schemata action” that gnosis material is structured and has the role to guide exploration. So, processing technology is examined not at the operations levels, but at the actions levels, which if it occurs without losing sight of the implicit purpose of the informational act, development, processing, collection, retrieval, information creation, is not wrong. The difference is only in organization and productivity. Anyway, exploring as assembly of operations of “gradual contact” access with the informational object can be of different types, according to used tools.

The exploring action involves operations “exploration, search, analysis, comparison” (Zlate, 1999, p. 132). It depends on the particularities of the situation in which this is achieved, on the nature and type of task which is carried out. It is approached much more of the reality of the object, when exercised by much more methods. There are, as J. Piaget shows (Apud Zlate, 1999, p. 133), two modes of exploring, which are distinguished by their nature and different effects. Simple exploring consists of space-temporal transpositions of remote elements, ensuring a balancing game between centering effects.

Polarized exploring occurs by primary interconnection of some elements until than not related, by accumulation of centers on certain significant part of

informational object (Beynon-Davies, 2013; Gnoli and Ridi, 2013; Iacono, 2013).

Simple exploring has also an effect of diminution of primary errors of comprehension, while polarized exploring sometimes produces errors of understanding, biases, and distortions.

Exploring action is focused on routes that cross occur exploratory operations centring (exploratory, search, analysis, comparison). Describing it as “link” to an informational act, Professor Mihai Golu considers that exploring involves “a sequence of operations” (Golu, 1975, p. 131) of getting over the assembly of meanings.

From our point of view, this serial processing schema constitutes an action that engages simple operations such as presence notification, volume adjusting of processed meanings and connection to a controlled purposes structure of the cognitive system of the informational subject. Exploring expresses the active character, constructive of the contact with the object and it is performed as a clutch of cognitive schemata of inspection and control fixed by previous experience in the knowledge base of the subject to noetic material (Floridi, 2005; Floridi, 2011; Ba & Capet, 2014).

As regards the structuring degree of schemata and their deployment measure in processing, exploring can be “spontaneous-random” or “selective-directional”.

Spontaneous exploring is always performed outside of a specific project developed, its trajectories are random, investigative spirit journey is directed at random. Meeting with an indedited object, entirely new is specific to it (Lingard, 2013; Robinson & Bawden, 2014). Directional exploring is based on a previous interior project. It is part of an algorithmic or heuristic strategy and occurs selectively, as fixing duration of the points of interest of the object and as the frequency of inspection of these points. It is sometimes based on a computational analysis, which is established by the relationship between duration and frequency of meanings that block inspection.

Action of exploring is based on some principles, whereof there can be mentioned:

- the extension principle (an exploring more extended assures a clearer and more accurate vision);
- the involvement in exploring of more models will convey to get a trans-information closer to information;
- the diversity principle (quantitative and qualitative diversity of informational objects submitted to exploring are the key to the

performance of this cognitive action).

The action of exploring is not essential, in itself, to constitute information; it is neither “constrained” by the characteristics of informational objects nor by subject features. As such, it appears as a working tool, available to the cognitive subject. It is also a component of strategies (as processing programs adapted to the task).

Inside of strategies based on exploring, the simultaneous or separately functioning of more rules is clear:

- the rule of the economy (a consequence of Zipf's law) consists of processing centering on the nearest meaning from semantic point of view, which is in relation to the one previously integrated in the structure of information establishment;

- the rule of informative areas, representing the orientation toward centers containing the greatest amount of meanings;

- the rule of dissymmetry up-down, that supposes exploring from high to low, from general meanings to a particular meaning.

The strategies based on exploring are developed according to a task and are oriented definitely on informational process efficiency.

### **3 Action of grouping**

The concept of “grouping” is one of the greatest contributions of the gestaltism to conceptual dowry of epistemology. The action of grouping consists of coordinating some operations of delimitation and association according to criteria that lead to the structuring rules discovery of informational object.

By W. Kohler, K. Koffka and M. Wertheimer, “the gestalt” (form, figure, and configuration) is obtained after the grouping of elements (organization of field elements) based on the following principles:

- the principle of proximity: close elements are perceived as forming a unity, a configuration;

- the principle of similarity: analogous elements are perceived as constituting a form;

- the principle of continuity: oriented elements in the same direction tend to be structured perceptively in the same form;

- the principle of symmetry: symmetric figures beside one or two axes constitute “good forms” and are easier to process;

- the principle of good continuation: at the intersection of two contours their continuation will be perceived after the continuation of the simpler one;
- the principle of closure: processing tends towards well delimited forms, closed and stable.

“The essential law” of gestalt, shows J. Piaget, is the law of pithiness: among all possible forms, the form which is imposed is always the best (Piaget, 1965, pp. 106-107). M. Zlate (such as J. Piaget) defines laws to these essential relations, repeatable and constant. Others, for example Claude Bonnet, define the principles and in an extended research find a number of 114 gestalts principles (Bonnet, 1989). Mircea Miclea speaks about the existence of four principles (of proximity, of similarity, of good continuation and of closure); therewith, he mentions the possibility of restraint of all gestalts principles in the Prägranz’s law: stimuli are grouped in such manner, so as the simplest configuration results (Miclea, 1999, p. 82).

To the above mentioned principles and laws, theoreticians add, usually, another two:

- the law of generalization: perceiving of an informational form attracts for this grant of a meaning;
- the law of constancy (approached by Leonardo Da Vinci and defined by C. von Ehrenfels, 1937): good forms tend to conserve characteristics in spite of the presentation mode; a song remains recognizable even if it is interpreted in other register, an information is structured also from fragments.

As harsh critic of gestalt, Jean Piaget did not hesitate, to value it so as to adopt the concept launched by them: “From a psychological perspective, says he, the grouping consists of a certain form of balance of operations” (Piaget, 1965, p. 88). It has as effect the internalization of object and its organization in assembly structures.

As a whole, in processing there can be ascertained the functioning of an action of grouping.

Actions of grouping occur both on automatic section (mechanism) and on the intentional-teleological (strategic) section of this. “Grouping performs for the first time the balance between things, the assimilation in subject action and the subjective schemata accommodation to changes of things” (Piaget, 1971, pp. 68-69). Although rarer than strategies based on exploring, the strategies based on grouping have a more pronounced impact of informational efficiency than the strategies based on exploring. In audio-perception, for example, in the sound

fields there are grouped ambiguous words spoken in the same language, words linked syntactically correct, the words of a same articulated voice, sounds produced by the same TV or radio, the same instrument etc. They are as many strategies for defining the sound field. In informational synthesis development there occur actions of exploring, grouping and anticipation. Delimitation and association, which represent the main operations of the grouping action, are achieved in informational strategies either simultaneously or alternately, each benefiting of the gain of previous.

Exploring and grouping are grafted on the relation in-informational subject-object, unlike anticipation, schematic and field organization that perform ant-act, at least partially, and are grafted on *ex*-informational relations.

#### **4 Action of anticipation (feed-forward)**

Mind makes connection: feed-back and feed-forward. So the thought produces information. A. Caras and A. Sandu assert that feed-back has “value” of information (Caras & Sandu, 2014). “The real is proposed to us on condition to anticipate it somewhat” says Mikel Dufrenne (Dufrenne, 1976, p. 31). Informational act is rooted in an act of thinking. Done, it enters in a personal informational history and it is linked willy-nilly to past experience that here so precedes it, involves it and somehow anticipates it.

Informational act, of any kind, oriented (executed in a task achieving), latitude (executed by pleasure or ludic), analytical, audio-perceptive, video-perceptive etc. does not represent the absolute beginning of the informational experience. Accordingly, it follows another act whose achievement was already engraved. Repeating generally the same type of act mobilizes an old act that, extracted from memory, becomes anticipation of that which is gradually formed. If the two acts are performed shortly after each other, then anticipation is consolidated and becomes waiting, expectation. Action of anticipation requires at least two operations: memory accesses times long or short and projected into the new act of the principal act model data from storage.

The essence of the action is represented by a projection-active subject and constructive work. This is source of efficiency, but also of deficiency: in most cases it helps, but, in the position of “thoughtlessness”, it is deformed. The concept of anticipation was introduced by J. Piaget. Cognitive processing, as activity, operates by means called by J. Piaget “infra-logic operations”, while intelligence works with logical operations (Piaget, 1965, p. 96 and p. 132). Informational

activity is one of incubation media which required, in their genesis, intelligence operations. As operations are comparisons, transpositions (temporal and spatial) and anticipations, these operations would be themselves “acts of informational rank”. M. Zlate defines anticipation as “a kind of pre-inference, an aspect of a perceptive schema, entraining other through an immediate involvement which modifies the perception” (Zlate, 1999, p. 140) (also Thellefsen, Thellefsen and Sørensen, 2013).

The assembly of operations or pre-inference, concerning anticipating takes into consideration this fact: it modifies the development of informational act and implicit trans-information which is constituted. Any cognitive activity requires some anticipation. Information without anticipation is nonsense. The informational strategy of feed-forward is based on anticipation action.

## **5 Action of schematization**

In the cognitive history of each topic, shows Jean Piaget, there are formed some structures, “some schemata (...) that must be accommodated constantly by explorations and corrections, situations, even at the same time when they assimilate” (Piaget, 1965, p 114). Action of schematization is composed of exploratory operations, corrections and modeling. It is the consequence of a previous conceptualization and represents a current act direction.

The scheme is interposed between the informational object, target of consumption, and the conceptual category/class which it belongs to. Schemata are actions susceptible to be repeated actively (Piaget, 1965, p. 61). They mediate the relationship between abstract class and concrete object which tends through cognitive operations to be subsumed to it, making “conceptual equivalent of thing” (Ceașu, 1989, p. 61). Scheme, shows J. Piaget, “results exclusively from the centered action on objects whose choice is naturally guided by a conceptual circumstance” (Piaget, 1961, p. 244).

The concept imposed by Jean Piaget proved the force of explanatory-interpretative and prescriptive-descriptive by the takeover of epistemology. So, he who dedicated the term of cognitive psychology, Uriel Neisser, uses the concept to mean “relatively stable psychological structure which performs organization and ordering of data coming from the outside” (U. Neisser, 1967, pp. 36-37). The scheme absorbs meanings, within certain limits, changes and processes them, so as to produce a greater volume of information. The same as anticipation, schematization is based on a repetition. Moreover, “schemata, says J. Piaget, have a history; there is a mutual reaction between past experience and present act and

not a one-way action” (Piaget, 1965, p. 115), because, being by definition a structure, this “informational structure is a system of interdependent relations.” Schematization through mentioned operations links the current informational act to a complex of concepts relating to which there is created - by comparison abstract-concrete - a gap, a failure (Craia, 2008; Cover and Thomas, 2012).

On the other hand, schematization covers the gap by correction, by means of meanings concrete. In this action, the schema gives categorical personality to cognitive act, and act fills with new elements the operational schema. Schematization can be seen, as does Professor Mielu Zlate, also as a “generalization as a common structure or schema of a certain activity” (Zlate, 1999, p. 141) as a result of its repeating. As generalization, operation of thinking is typically intelligent, thus it results the dual nature of the system: perceptive and rational. There are two types of cognitive schemata: empirical and geometric. There are to be delimited two types of processing: geometricizing (those approaching the object of something known) and empirical (those locating the object in the proximity of the informational objects familiar to the cognitive subject). Both schemata have therefore deforming effects, leading to the appearance of errors and compensatory effects, corrective (one of action specific operations of schematization is correction). Schematization intervention in informational act, is not, as it is seen, a neutral event.

Actions of schematization appear both in cognitive mechanism (automatic), and efficiency strategies, that compound the informational process. There are strategies that are based on schematization, they are used especially in ambiguous discourses and extensive contents (as in object messages or the summarizing of materials of hundreds of pages). For example, on the sound field composed of fuzzy voices, cognitive subject will project (through exploratory operations, correction and modeling) models of known voices beside which those that compound the “cocktail” will be placed on the levels as “bring with...”, “looks like ...”, “is close to ...”, “is similar to ...”

In such a schematized strategy enters, of course as secondary, also segmentation operations of audio field, of repeating and variable centering of perception. Generally, shows J. Piaget, “semantic space is not homogeneous, but is centered in each moment” (Piaget, 1965, p. 120). In processing, cognitive subject always has a grid that centers its approach (Cojocaru, 2009).

Center makes the area of attention focusing to be stronger than the periphery of the field and not confusing; repeated centering on different areas will

make semantic space clearer, more accessible, understandable, information more easily structured.

## **6 Action of inferential structuring of informational field**

Computation is fundamental human mental process (Nielsen and Chuang, 2010; Piccinini and Scarantino, 2011; Tishby and Polani, 2011; Tetlow, 2012; Burgin & Dodig-Crnkovic, 2013; Fresco, 2014). The basic of the computation is the connection, the inference (MacKay, 2003). Memory capacity is not large enough to store in a single act of informational centering the entire semantic content that is extracted to constitute trans-information. When it is especially talking about in homogeneous fields, ambiguous or higher dimensions of centering capacity within a single informational act, things are worse. „Being is computation” shows Rafael Capurro (Apud Hofkirschner, 1999, p. 10).

We emphasize that being is thinking, thinking is processing, processing is computation; so being is computation.

Any text is a carpet. Let's think of the example of a visual field consisting of a carpet, having a complicated pattern and multicolored. The informational object cannot be clearly included in a single view in a satisfactory perception. A single centering is not enough, there are necessary more, related to each other so as to be drawn a geometric shape, geometric model or painting, the used colors, the material of which it is made. Throughout this informational event occur meaning connections partially resulted of perceptual acts, in a large structure, integrated by field.

Organizing partial perceptions in an integral one occurs through operations of exploration, comparison, correction, modeling and control. All of this constitutes the action of inferential structure. Inference is the assembly of operational steps and elementary transformations applied to information in its internal processing (Neisser, 1967; Case, 2012; Chapman and Ramage, 2013).

Structuring “successive centering”, involving operations of “correction and adjustment” (Piaget, 1965, p. 160) leads also to the internal organization of thinking schemata through pre-inferences. However, pre-inferences that structure informational fields and whose effect can be seen more easily in case of the complex fields, are similar to basic axioms, basic rules, the golden rules: pathways orientation determines the reference systems, the main access roads and fundamental ways for phenomena understanding (Doucette, Bichler, Hofkirschner and Raffl, 2007; Floridi, 2011).

Pre-inferences can be of four types: inductive, deductive, abductive and

analogical. J. Piaget defined three of them in relation to inferences: the inductive produces switching from part to whole, from the detail of the figure to overall schema of the figure-background field; the deductive directs switching from whole to part; for the passage of almost to almost, from part to another part, J. Piaget did not have a name, for this, U. Eco (Eco, 1982, p. 46) called it, abduction; the fourth type of inference is by analogy, that also from the part to part, but without a strict respect of first part rules.

Action of inferential structure is used as a main pillar in various informational strategies. For example, in an audio perception task of determining the number of people discussing in a space for which we do not have images, except for the audio perception mechanisms of operational and actionable technology it will be applied a strategy based on the effect of radiography that allows action of inferential structure of the field (Hofkirchner, 2010; Eisenberg, 2010; Hofkirchner, 2013). It will plot the field, the perception will focus on each area, it will compare portions of auditory space concerning the voices coincidence of each plot, it will shape the entire audio space to infer the number of voices, finally, it will proceed to adjustments of connections performed between perceptive centered areas and it will operate the necessary corrections. In case of summarizing some written documents there occurs a structuring on principal ideas, by using different pre-inferences.

## 7 Conclusion

After thousands of years of evolution, the computational subject has integrated computational procedures for processing the informational environment as automatism. Human mental processing reaches the hypercomputation (Maldonado, Cruz & Nelson, 2014). Nowadays, the human being can process any kind of information. The difference between the naïve, unaware, unprepared and automatic informational subject and the specialized informational subject is reflected by the possession of computational instruments for strategic, non-automatic informational processing. The unprepared computational subject gathers pieces of information depending on criteria profoundly impregnated by subjective automatic bias and without an appropriate preliminary preparation. The specialized computational subject produces, studies and uses computational instruments for processing the cognitive material; the specialized informational subject draws and gathers pieces of information strategically, non-automatically: depending on objective criteria, inter-subjectively

tested and acquired in the process of specialized learning. The concept of computational action is a specialized instrument of informational processing.

## References

- Ba, M. E. H., & Capet, P. (2014). Information: Philosophical Analysis and Strategic Applications. *Information Evaluation*, 1-34.
- Beer, R. D., & Williams, P. L. (2014). Information processing and dynamics in minimally cognitive agents. *Cognitive science*.
- Beynon-Davies, P. (2013). Making Faces: Information Does Not Exist. *Communications of the Association for Information Systems*, 33(1), 19.
- Bonnet, C. (1989). *La perception visuelle des formes*. In C. Bonnet, R. Ghiglione & J. Richards (Eds), *Traité de psychologie cognitive*. Paris: Dunod.
- Burgin, M., & Dodig-Crnkovic, G. (2013). The Nature of Computation and The Development of Computational Models. *submitted to CiE*.
- Bunăiașu, Claudiu Marian (2014). Early education - strategic field of the educational reform. *Social Sciences and Education Research Review*, 1.
- Bunăiașu, C. M., Vlăduțescu, Ș., & Strungă, A. C. (2014). Managerial competences in the field of university curriculum for virtual learning communities. *Revista Romaneasca pentru Educatie Multidimensionala*, 6(2), 17-27.
- Călin, R. A., & Bunăiașu, C. (2010). Communication and Mass-media-from Information to Formation. *Petroleum-Gas University of Ploiesti Bulletin, Educational Sciences Series*, 62.
- Capurro, R., & Hjørland, B. (2003). The concept of information. *Annual review of information science and technology*, 37(1), 343-411.
- Caras, A., & Sandu, A. (2014). The Role of Supervision in Professional Development of Social Work Specialists. *Journal of Social Work Practice*, 28(1), 75-94.
- Case, D. O. (2012). *Looking for Information*. 3rd ed. Bingley: Emerald Group Publishing.
- Castells, M. (2011). *The power of identity: The information age: Economy, society, and culture (Vol. 2)*. John Wiley and Sons.
- Ceașu, V. (1981). *Informație și acțiune*. București: Editura Militară.
- Chapman, D., & Ramage, M. (2013). *Introduction: The Difference That Makes a Difference*. *Triple C*, 11(1), 1-5.
- Cioffi-Revilla, C. (2013). *Introduction to Computational Social Science: Principles and Applications*. Springer Science & Business Media.
- Cojocaru, S. (2009). Clarifying the theory-based evaluation. *Revista de Cercetare și Intervenție Socială*, (26), 76-86.
- Coman, I. (2009). Public Policies and Public Relations Strategies--Implementing Private Pensions System in Romania. *Romanian Journal of Journalism & Communication/Revista Romana de Jurnalism si Comunicare-RRJC*, 4(3).
- Coman, I., & Gross, P. (2012). Uncommonly Common or Truly Exceptional? An Alternative to the Political System-Based Explanation of the

- Romanian Mass Media. *The International Journal of Press/Politics*, 1940161212450562.
- Coman, M. (1999). *Introducere în sistemul mass-media*. Polirom.
- Cover, T. M., & Thomas, J. A. (2012). *Elements of information theory*. John Wiley and Sons.
- David Johnson, J. (2014). Controlling the flood: when more of a dose is less. *Journal of Documentation*, 70(3), 330-345.
- Dehaene, S., Charles, L., King, J. R., & Marti, S. (2014). Toward a computational theory of conscious processing. *Current opinion in neurobiology*, 25, 76-84.
- Dodig-Crnkovic, G. (2012). *Info-computationalism and morphological computing of informational structure*. In *Integral Biomathics* (pp. 97-104). Springer Berlin Heidelberg.
- Doucette, D., Bichler, R. M., Hofkirchner, W., & Raffl, C. (2007). Toward a New Science of Information. *Data Science Journal*, 6(7), 198-205.
- Dufrenne, M. (1976). *Fenomenologia experienței estetice*. București: Editura Meridiane.
- Eco, U. (1982). *Tratat de semiotică generală*. București: ESE.
- Ehrenfels, C. V. (1988). On Gestalt Qualities. *Psychological Review*, 44(6), 521.
- Eisenberg, M. B. (2010). Information literacy: Essential skills for the information age. *DESIDOC Journal of Library and Information Technology*, 28(2), 39-47.
- Floridi, L. (2010). *Information: A very short introduction*. Oxford: Oxford University Press.
- Floridi, L. (2011). *The philosophy of information*. Oxford: Oxford University Press.
- Fresco, N. (2012). The explanatory role of computation in cognitive science. *Minds and Machines*, 22(4), 353-380.
- Fresco, N. (2014). Computation as Information Processing. In *Physical Computation and Cognitive Science* (pp. 133-166). Springer Berlin Heidelberg.
- Gelenbe, E. (2014). Ubiquity symposium: The science in computer science: natural computation. *Ubiquity*, 2014(February), 1.
- Gnoli, C., & Ridi, R. (2013). Unified Theory of Information, hypertextuality and levels of reality. *Journal of Documentation*, 70(3), 7-7.
- Golu, M. (1975). *Principii de psihologie cibernetică*. București: ESE.
- Henno, J. (2013). Emergence of Information, Communication, and Language. In P. Vojtas et al. (Eds.), *Information Modelling and Knowledge Bases XXIV* (pp. 277-299). Amsterdam: IOS Press.
- Hjørland, B. (2013). Facet analysis: The logical approach to knowledge organization. *Information Processing and Management*, 49(2), 545-557.
- Hjørland, B. (2014). Information science and its core concepts: Levels of disagreement. In *Theories of Information, Communication and Knowledge* (pp. 205-235). Springer Netherlands.
- Hofkirchner, W. (1999). *The Quest for a Unified Theory of Information: Proceedings of the Second International Conference on the Foundations of Information Science*. Psychology Press.
- Hofkirchner, W. (2010). A unified theory of information: An outline. *Bitrunagora*,

64.

- Hofkirchner, W. (2013). Emergent Information. When a Difference Makes a Difference. *Triple C*, 11(1).
- Iacono, A. (2013). Towards a new model of OPAC. From information to knowledge. *JLIS. it*, 4(2), 85-107.
- Jansen, R. J., Curșeu, P. L., Vermeulen, P. A., Geurts, J. L., & Gibcus, P. (2011). Information processing and strategic decision-making in small and medium-sized enterprises: The role of human and social capital in attaining decision effectiveness. *International small business journal*, 0266242611406762.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive psychology*, 6(2), 293-323.
- Lingard, R. G. (2013). Information, truth and meaning: a response to Budd's prolegomena. *Journal of Documentation*, 69(4), 481-499.
- MacKay, D. J. (2003). *Information theory, inference and learning algorithms*. Cambridge: Cambridge University Press.
- Maldonado, C. E., Cruz, G., & Nelson, A. (2014). Biological hypercomputation: A new research problem in complexity theory. *Complexity*.
- Miclea, M. (1999). *Psihologie cognitivă*. Iași: Editura Polirom.
- Neisser, U. (1967). *Cognitive Psychology*. New York: Appleton.
- Nielsen, M. A., and Chuang, I. L. (2010). *Quantum computation and quantum information*. Cambridge: Cambridge University Press.
- Piaget, J. (1961). *Les mécanismes perceptifs*. Paris: PUF.
- Piaget, J. (1965). *Sagesse et illusions de la philosophie*. Paris: PUF.
- Piaget, J. (1971). *Biologie și cunoaștere*. Cluj: Editura Dacia.
- Piccinini, G., & Scarantino, A. (2011). Information processing, computation, and cognition. *Journal of Biological Physics*, 37(1), 1-38.
- Robinson, L., & Bawden, D. (2014). Mind the gap: transitions between concepts of information in varied domains. In *Theories of Information, Communication and Knowledge* (pp. 121-141). Springer Netherlands.
- Smarandache, Florentin, & Vlăduțescu, Ștefan (2014). Communicative Universal Convertibility Matter-Energy-Information. *Social Sciences and Education Research Review*, 1.
- Smith, K. L., & Fernie, S. (2010). *Action research*. SAGE Publications.
- Taylor, A. (2013). User relevance criteria choices and the information search process. *Information Processing and Management*, 48(1), 136-153.
- Okwiet, B., Țenescu, A., & Nicolescu, A. (2014). Social, communicational and law responsibility in multinational companies. *Topical Communication Uncertainties*, 149.
- Tetlow, P. (2012). *Understanding Information and Computation: From Einstein to Web Science*. Gower Publishing, Ltd.
- Thellefsen, T., Thellefsen, M., & Sørensen, B. (2013). Emotion, information, and cognition, and some possible consequences for library and information science. *Journal of the American Society for Information Science and Technology*, 64(8),

1735-1750.

- Tishby, N., & Polani, D. (2011). *Information theory of decisions and actions*. In *Perception-Action Cycle* (pp. 601-636). Springer New York.
- Vakkari, P. (1999). Task complexity, problem structure and information actions: integrating studies on information seeking and retrieval. *Information processing and management*, 35(6), 819-837.
- Vlăduțescu, Ș. (2013). The communication membranes. *European Scientific Journal*, 9, 32.
- Vlăduțescu, Ș. (2013). A Completion to the Traditions Matrix-Standard-RT Craig, Induced by the Transformation of Communication-as-a-Field Membrane in Communication-as-a-Universe Membrane. *American International Journal of Contemporary Research*, 3(10).
- Vlăduțescu, Ș. (2014). Uncertainty Communication Status. *International Letters of Social and Humanistic Sciences*, (10), 100-106.
- Vlăduțescu, Ștefan, Negrea, Xenia & Voinea, Dan Valeriu (2014). Interpersonal communicational manipulations. *Postmodern Openings*, (04), 43-56.
- Voinea, Dan Valeriu (2014). A Demographic Portrait of Romanian Immigrants in California. *Social Sciences and Education Research Review*, 1.
- Wersig, G., & Windel, G. (1985). Information science needs a theory of 'information actions'. *Social science information studies*, 5(1), 11-23.
- Wyer Jr, R. S., & Srull, T. K. (Eds.). (2014). *Handbook of Social Cognition: Volume 1: Basic Processes Volume 2: Applications*. Psychology Press.
- Zins, C., (2007). Conceptions of information science. *Journal of the American Society of Information Science and Technology*, 58(3), 335-350.
- Zlate, M. (1999). *Psihologia mecanismelor cognitive*. Iași: Editura Polirom.