Shifting Contexts

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Education Through Shifting Contexts Hawra Alawi Sayed Ali Ahmed 2013
In the small Arab kingdom of Bahrain, where an authoritarian regime constituted from a Sunni Muslim minority rule over a Shia majority, formal education accounts only for the Sunni narrative of both Islam and history. Alongside of the 'official' state education, Shia communities have developed and run their own after school community religious education programmes (CREPs), through which younger Shia generations are socialised into their own values and beliefs. This study examines the purposes that the Shia community programmes have served since their inception in the early 1970s. The CREPs in Bahrain represent an educational phenomenon that has never been addressed in educational research before. Given Bahrain's complex history of colonisation and social movements, the current study aimed to investigate whether, and the extent to which, the CREPs were a response to the political and social situation in the country and how they were experienced by those involved in their teaching and learning programmes. To enable answering these questions, this study provided an overview of the international, regional and national contexts within which Bahrain's religious history has evolved, as well as seeking insights into the experiences of the people involved with one of the programmes at various stages in its operation. To carry out the historical work which would enable me to present a 'history of the present', I drew on Michel Foucault's work in the area. To gain an immediate understanding of the programme through its own history, I conducted interviews with community personnel who had been involved with the programme at the 1970s and with current teachers whose experience with the CREP started as students. To enable a recent understanding of the CREP, current students were interviewed through a focus group. The findings of the study indicated that the purpose of setting up the CREP was an attempt of religious revivalism responding to a wider marginalisation of religion that characterised Middle Eastern societies in the 1970s. The CREP continued to function through the subsequent years and was justified differently at different times depending on the nature of the wider political, religious and social contexts.

Shifting Contexts Marilyn Strathern 1995
One way in which different orders of knowledge are brought together is through the transformation of context. This book is concerned with contexts of a particular kind. Claims to know ‘more’ or see ‘further’ or to be able to encompass local facts by a global perspective take on a special meaning in the world-view of societies, such as those of the west, that imagine they are part of a life that is itself global in scale. Shifting Contexts offers an original critique of current western thinking: it does not take it for granted that ‘global’ and ‘local’ indicate orders of magnitude or scales of importance. Rather, it addresses the techniques by which people shift the contexts of their knowledge and thus endow phenomena with local or global significance. This is an unusual and original collection of essays by seven leading social anthropologists, in the company of two specialists in research policy. This book examines a range of contexts in which people (including anthropologists) make different orders of knowledge for themselves as a prelude to questioning assumptions about the ‘size’ of knowledge implied in the contrast between global and local perspectives. Shifting Contexts will appeal to anthropologists and all those working in areas such as the philosophy of social science, cultural studies and comparative sociology.

International Theatre Festivals and Twenty-First-Century Interculturalism Ric Knowles 2021-12-16
Ric Knowles's study is a politically urgent, erudite intervention into the ecology of theatre and performance festivals in an international context. Since the 1990s there has been an exponential increase in the number and type of festivals taking place around the world. Events that used merely to be events are now 'festivalised': structured, marketed, and promoted in ways that stress urban centres as tourist destinations and “creative cities” as targets of corporate enterprise. Ric Knowles examines the structure, content, and impact of international festivals that draw upon and represent multiple cultures and the roles they play in one of the most urgent processes of our times: intercultural negotiation and exchange. Covering a vast geographical sweep and exploring festival models both new and ancient, the work sets compelling new standards of practice for post-pandemic festivals.

Shifting Contexts Marilyn Strathern 2012-09-10
To suppose anthropological analysis can shift between global and local perspectives may well imply that the two co-exist as broader and narrower horizons or contexts of knowledge. The proof for this can be found in ethnographic accounts where contrasts are repeatedly drawn between the encompassing realm and everyday life or in value systems which simultaneously trivialise and aggrandise or in shifts between what pertains to the general or to the particular.

Shifting Contexts in Invisible Computing Environments 2001
Invisible computing systems are highly context-dependent. Consequently, the influence that language has on contextual interpretation cannot be ignored by such systems. Rather, once language and other forms of human action are perceived by a system, its interpretative processes will of necessity be context-dependent. As an example, we illustrate how people simply and naturally create new contexts for interpretation by creating new names and referring expressions. We then describe Rasa, a mixed-reality system that invisibly observes and understands how users in a military command post create such contexts as part of the process of maintaining situational awareness. Rasa augments both the commander's map and the Post-it notes pasted on it, which represent units in the field, with multimodal language, thereby allowing paper-based tools to interact with digital information. Finally, we argue that architectures for such context-aware systems must reduce the inherent ambiguity and uncertainty through fusion and other means.

Shifting Contexts Bill O'Hanlon 1987
The Routledge Companion to Literature and Human Rights Sophia A. McClennen 2018-02-05
The Routledge Companion to Literature and Human Rights provides a comprehensive, transnational, and interdisciplinary map to this emerging field, offering a broad overview of human rights and literature while providing innovative readings on key topics. The first of its kind, this volume covers essential issues and themes, necessarily crossing disciplines between the social sciences and humanities. Sections cover: subjects, with pieces on subjectivity, humanity, identity, gender, universality, the particular, the body forms, visiting the different ways human rights stories are crafted and formed via the literary, the visual, the performative, and the oral contexts, tracing the development of the literature over time and in relation to specific regions and historical events impacts, considering the power and limits of human rights literature, rhetoric, and visual culture. Drawn from many different global contexts, the essays offer an ideal introduction for those approaching the study of literature and human rights for the first time, looking for new insights and interdisciplinary perspectives, or interested in new directions for future scholarship. Contributors: Chris Abani, Jonathan E. Abel, Elizabeth S. Anker, Arturo Arias, Ariella Azoulay, Ralph Bauer, Anna Bernard, Brenda Carr Vellino, Eleni Cououdouriots, James Dawes, Erik Doxtader, Marc D. Falkoff, Keith P. Feldman, Elizabeth Swanson Goldberg, Audrey J. Golden, Mark Goodale, Barbara Harlow, Wendy S. Harford, Peter Hitchcock, David Holloway, Christine Hong, Madeleine Hron, Meg Jensen, Luz Angelica Kirscher, Susan Maslan, Julie Avril Minich, Alexandra
Shifting to Fit
Carol A. Mullen 2014-03-01 While social identity challenges probably confront all school administrators, the authors focus on a doubly marginalized leadership population—Black female principals—whose experiences are rarely tapped. Based on lessons from this study and the literature reviewed, the authors think that leadership preparation programs should give prospective administrators opportunities to gain knowledge and develop skills relevant to navigating their leadership identities. In the age of accountability, and with the pressures placed on the education system to ensure the success of all students, school leaders are under constant scrutiny. The appearance, speech, body language, and interactions of principals with students, parents, teachers, and community members are dissected. Stretching to satisfy expectations, many principals find themselves trying to conform to a predefined image. Work pressures like these prove immeasurably intense for many Black women. Society has subscribed to certain beliefs about different groups and identities, practices, and the knowledge and skills necessary to navigate them, and identities of the individuals. They can have a positive or negative influence. Many principals have created professional identities that they have fine-tuned and learned to steer. Trial and error has helped them learn identity-fitting techniques, while other principals may still be learning how to effectively manage people, address supporters and nonsupporters, and be politically savvy. Regardless of how they develop their identity, principals work toward inventing and branding themselves, fulfilling public identities (e.g., caregiver) and trying out new identities, such as commander-and-chief. Black female principals must navigate identities as bicultural beings with different stakeholder groups and within work spaces that are traditionally geared to monocultural White males.

From Object to Experience
Harry Francis Mallgrave 2018-06-28 Harry Francis Mallgrave combines a history of ideas about architectural experience with the latest insights from the fields of neuroscience, cognitive science and evolutionary biology to make a powerful argument about the nature and future of architectural design. Today, the sciences have granted us the tools to help us understand better than ever before the precise ways in which the built environment can affect the building user’s individual experience. Through an understanding of these tools, architects should be able to become better designers, prioritizing the experience of space—the emotional and aesthetic responses, and the sense of homeostatic well-being, of those who will occupy any designed environment. In From Object to Experience, Mallgrave goes further, arguing that it should also be possible to build an effective new cultural ethos for architectural practice. Drawing upon a range of humanistic and biological sources, and emphasizing the far-reaching implications of new neuroscientific discoveries and models, this book brings up-to-date analyses of the ethics and principles that guide the conservation of works of art.

Shifting Contexts
Eileen T. Radigan 2015 “The purpose of this qualitative case study inquiry is to construct understandings of the philosophies, classroom practices, and larger school community experiences of novice secondary inclusion teachers after completing a teacher education program that was based in critical literacy practices and influenced by the field of disability studies in education. In this collective case study, interviews, participant observations, and document collection were conducted to understand the philosophies and practices of five novice secondary inclusion teachers from across content areas within their classrooms and school communities in relation to their experiences in a critically-based teacher preparation program. These data sources were analyzed using the integration of case study analysis and grounded theory approaches of initial and focused coding to first understand phenomena within each individual case and secondly to construct grounded theory using common themes and categories across the collective case study. Connections were then made to broader theoretical and research conversations to contribute to the understandings of what novice educators experience as they move from the context of critical teacher education to the context of the classroom. The major findings indicate that the participants’ preparation influenced their development of an inclusive philosophy of education that provided the impetus for them to critically reflect on their own instruction, as well as analyze the contexts of their schools to critique the various instructional and systemic barriers that they believed impeded student learning. While they navigated a nexus of influences that impacted their pedagogical development during their preparation and beginning years of teaching, the participants continued to adhere to their foundational inclusive teaching philosophies and engaged in classroom practices that reflected the fundamental belief that all students are entitled to equitable and accessible instruction. In addition, the participants worked in subtle ways to influence the instruction of colleagues within their schools through informal venues and by leading professional development. This research has implications for larger conversations on university and school partnerships to address conflicting expectations and philosophies of inclusive education held by the professionals across these institutions.”—*

MARTHA L. ABELL 2018

Conservation
Alison Richmond 2010-07-15 ‘Conservation: Principles, Dilemmas, and Uncomfortable Truths’ presents multi-perspective critical analyses of the ethics and principles that guide the conservation of works of art and design, archaeological artefacts, buildings, monuments, and heritage sites on behalf of society. Contributors from the fields of philosophy, sociology, history, art and design history, museology, conservation, architecture, and planning and public policy address a wide range of conservation beliefs, practices, and approaches from the US, Canada, Europe, Australia and New Zealand, encouraging the reader to make comparisons across subjects and disciplines. By wrestling with and offering ways of disentangling the ethical dilemmas confronting those who maintain and sustain cultural heritage for today and tomorrow, ‘Conservation: Principles, Dilemmas, and Uncomfortable Truths’ provides an essential reference text for conservation professionals, museum and heritage professionals, art and cultural historians, lecturers and students, and all others invested in cultural heritage theories and practices. Alison Richmond, as a Senior Conservator in the Victoria and Albert Museum and Director of the Conservation Department at the Royal College of Art, maintains teaching and research roles in conservation theory, principles and ethics, and has developed decision-making tools for conservators. She is an Accredited Conservator-Restorator (ACR), a Fellow of the International Institute for Conservation (IIC), and a Trustee of the UK’s Institute of Conservation (Icon) since 2005. Alison Bracker received her PhD in the History of Art from the University of Leeds, and manages the Events & Lectures programme at the Royal Academy of Arts in London. As co-founder of Bracker Fiske Consultants, she advises on the presentation, description, documentation, and care of artworks comprising modern media, and lectures and publishes widely on the theoretical and practical issues arising from the conservation of non-traditional and impermanent materials in contemporary works of art.

Fandom
Rachel Aker 2015 No theatrical work emerged from Shifting Contexts
Irena Woloklo 2017 No theatrical work emerged from Fandom
Waisvisz, Belinda Walzer, Ban Wang, Julia Watson, Gillian Whitlock and Sarah Winter.

MAA INSTRUCTIONAL PRACTICES GUIDE
MARTHA L. ABELL 2018
itself. This thesis examines Angels in America as a work that emerges alongside landmark texts of queer theory as a praxis that embodies its own theories about identity formation under discursive institutional power. The dramatic dialogue of the play allows for the multivocality of Kushner’s characters to shape a neo-Platonic dialectic on queer ideology and the construction of the sexual self. The characters’ manifold assertions embrace the ambiguity and discord that have marked queer theory and sexuality studies, as well as foreshadowing further developments within the American LGBT civil rights and queer visibility movements.

How to Nurse Gwenneth Hartwick Doane 2014
Reading as Democracy in Crisis James Rovira 2019-04-26 Reading as Democracy in Crisis: Interpretation, Theory, History explores the dialectic between historical conditions and the reading strategies that arise from them. It explores the relationship between democracies that are perpetually in crisis and the seemingly unlimited freedom of our reading practices.

Mobility, Meaning and Transformations of Things Hans Peter Hahn 2013-01-31 Things travel around the globe: they are shipped as mass consumer goods, or transported as souvenirs or gifts. There are infinite ways for things to be mobile, not only in the era of globalisation but since the beginning of time, as the earliest traces of long distance trading show. This book investigates the mobility of things from archaeological and anthropological perspectives. Material Objects are characterised by temporal continuity, embodying a prior existence with lingering effects. You can materially distinguish the materiality and the mental objects and the mental objects, which only become evident upon closer examination. Objects are in perpetual flux, leaving visible traces of their age, usage, and previous life. While travelling through time, objects also circulate through space, and their spatial mobility alters their meaning and use with respect to new cultural horizons. As objects transform through time and space, so does the value attributed to them. Mapping out itineraries of value in the realm of the material, allows us to grasp the nature of a given social formation through the shape and meaning taken on by its valued ‘stuff’. It also provides insights into the nature of materiality, through the value ascribed to objects at a given point in time and space. This edited volume brings together studies of material culture, materiality and value, with regard to the mobility of objects, with the aim of tracing the ways in which societies constitute their valued objects and how the realm of the material reflects upon society.

Redefining Race Dina G. Okamoto 2014-09-25 In 2012, the Pew Research Center issued a report that named Asian Americans as the “highest-income, best-educated, and fastest-growing racial group in the United States.” Despite this seemingly optimistic conclusion, over thirty Asian American advocacy groups challenged the findings. As many pointed out, the term “Asian American” itself is complicated. It currently denotes a wide range of ethnicities, national origins, and languages, and encompasses a number of significant economic and social disparities. In Redefining Race, sociologist Dina G. Okamoto traces the complex evolution of this racial designation to show how the use of “Asian American” as a panethnic label and identity has been a deliberate social achievement negotiated by members of this group themselves, rather than an organic and inevitable process. Drawing on original research and a series of interviews, Okamoto investigates how different Asian ethnic groups in the U.S. were able to create a collective identity in the wake of the Civil Rights movement in the 1960s. Okamoto argues that a variety of broad social forces created the conditions for this developing panethnic identity. Racial segregation, for example, shaped how Asian immigrants of different national origins were distributed in similar occupations and industries. This segregation of Asians within local labor markets produced a shared experience of racial discrimination, which encouraged Asian ethnic groups to develop shared interests and identities. By constructing a panethnic label and identity, ethnic group members took part in creating their own collective histories, and in the process challenged and redefined current notions of race. The emergence of a panethnic racial identity also depended, somewhat paradoxically, on different groups organizing along distinct ethnic lines in order to gain recognition and rights from the larger society. According to Okamoto, these ethnic organizations provided the foundation necessary to build solidarity within different Asian-origin communities. Leaders and community members who created inclusive narratives and advocated policies that benefited groups beyond their own were then able to move these discrete ethnic organizations toward a panethnic model. For example, a number of ethnic-specific organizations in San Francisco expanded their services and programs to include other ethnic group members after their original constituencies dwindled.

Laotian organization included refugees from different parts of Asia, a Japanese organization began to advocate for South Asian populations, and a Chinese organization opened its doors to Filipinos and Vietnamese. As Okamoto argues, the process of building ties between ethnic communities while also recognizing ethnic diversity is the hallmark of panethnicity. Redefining Race is a groundbreaking analysis of the processes through which group boundaries are drawn and contested. In mapping the genesis of a panethnic Asian American identity, Okamoto illustrates the ways in which concepts of race continue to shape how ethnic and immigrant groups view themselves and organize for representation in the public arena.

Biographical methods and professional practice Chamberlayne, Prue 2004-03-10 This book uses a range of interpretive approaches to reveal the dynamics of service users and professionals’ individual experiences and life-worlds. From their research the contributors show how biographical methods can help researchers understand the theoretical understanding of professional practice, as well as enrich the learning and development of professionals, and promote more meaningful and creative practitioner - service user relationships. The book: · reviews applications of biographical methods in both policy and practice in a range of professional contexts, from health and social care to education and employment; · explores the impact of social change in three main arenas - transformation from Eastern to Western types of society in Europe, major shifts in social and welfare principles, experiences of immigration and of new cultural diversities - on professional practice; · critically evaluates subjective and relative processes in interactions between researchers, practitioners and users of services; · considers the institutional arrangements and cultural contexts which support effective and sensitive interventions; · draws on actual projects and tracks reflection, progress and outcomes. With contributions from leading international experts, it provides a valuable comparative perspective. Researchers, policy analysts and practitioners, postgraduate students, teachers and trainers will find this book a stimulating read.

Structuration Theory Rob Stones 2017-03-16 This important text argues for a ‘strong’ notion of structuration theory in contrast to the seminal but more abstract and relatively under-developed project represented by Anthony Giddens’ writings. Emphasis on the duality of structure is placed at the centre of the tradition. It is argued that the distinctive power of structuration theory lies in its potential to critically investigate a specific range of in situ questions. Structuration Theory proposes a synthesis that draws on Giddens’ work, on other versions of the structuration problematic, and on key empirical uses of the approach. The final chapters make use of extended case examples to illustrate the critical power of strong structuration.

Learning Civil Societies Penny Gurstein 2007 This collection explores the theoretical underpinnings of democratic planning and governance in relation to civil society formation and social learning.

Folklore Revival Movements in Europe Post 1950 Daniela Stavleva 2018 Extended Discourse Skills of Turkish Preschool Children Across Shifting Contexts Aylin Ayse Kuntay 1997 Medical Proofs, Social Experiments Catherine Will 2016-04-22 Clinical trials have become key technologies for decision making in the contemporary world. Their results shape medical practice and determine priorities across health care systems, but the work that goes into producing credible data is often hidden. Medical Proofs, Social Experiments draws upon detailed case studies to argue that to understand their value, we need to pay more attention to the contexts for these modern medical experiments, recovering the diverse ways in which they involve doctors, patients and the public, the local practices that contribute to their completion, and the complex negotiation of their results in professional and statutory institutions. Presenting research from the UK, USA, Sweden and The Netherlands, the ethnographic perspective adopted by the authors provides a space to explore the investments of different state, market, professional and other actors in particular forms of evaluation, and the ways in which trial methodologies may be re-designed or re-imagined to satisfy social and political expectations. As such, this volume will be of interest to those working in the fields of science and technology studies, the sociology and anthropology of medicine and researchers of policy and organisation in health care.

Shifting Contexts Katharine S. Willis 2014 In design teaching ubiquitous technologies can offer new ways of situating learning within real world experiences. Yet they require new types of knowledge; both an understanding of how to work with the technology and also an understanding of how to use the technologies to respond to changing
contexts such as the place and the people. We sought to understand the factors affecting how students work with the acquiring these broader knowledge bases and how this impacted on the learning outcomes in design-based learning. In this paper we discuss an approach to tertiary design teaching that involves the use of ubiquitous technologies to support fieldwork and in-situ learning and through this we evaluate the impact on teaching and learning. We will describe the methods of the study, which involved pre- and post-interviews and questionnaires completed by individual students, focus groups as well as analysis of the outcomes of the student projects. We will explore how a series of different contexts framed and affected the learning experience by exploring the context as location, technology and social setting. Since the projects required students to not only use ubiquitous technologies as tools for learning, but also as components of the design project outcomes we also highlight a series of short case studies of student project outcomes to analyse how these projects have been integrated into their learning environments. In the discussion of the results we will focus on how the context of the learning was understood by the students, and we will discuss an evaluation of how this changed during the course of the teaching project. [For the complete proceedings, see EDS57171].

Shifting Contexts and Emerging Strategies Amongst Young Pakistanis

Tribal Pashtuns

Naveed Ahmad Shinwari 2021

Latination of U.S. Schools

Jason Irizarry 2015-12-03 Fueled largely by significant increases in the Latino population, the racial, ethnic, and linguistic texture of the United States is changing rapidly. Nowhere is this "Latinisation" of the United States more evident than in the college; from the failure of the DREAM Act to the rescinding of Deferred Action for Childhood Arrival (DACA); from the wealth of illuminating analyses and illustrations, Changing Contexts, Changing Meanings, this book sheds new light on processes of cultural transformation at work in Oceania and analyzes them as products of interrelationships between culturally created meanings and specific contexts. In a series of inspiring essays, noted scholars of the region examine these interrelationships for insight into how cultural traditions are shaped on an ongoing basis. The collection marks a turning point in the debate on the conceptualization of postmodern thought does not give rise to a normative theory of right that can be used as a framework for deciding cases, it can focus attention on the".

Shifting Contexts, Shifting Meanings

Elfriede Herrmann 2011-09-30

This book sheds new light on processes of cultural transformation at work in Oceania and analyzes them as products of interrelationships between culturally created meanings and specific contexts. In a series of inspiring essays, noted scholars of the region examine these interrelationships for insight into how cultural traditions are shaped on an ongoing basis. The collection marks a turning point in the debate on the conceptualization of postmodern thought does not give rise to a normative theory of right that can be used as a framework for deciding cases, it can focus attention on the...
theorizes the state’s changing context allowing the discussion of its pursuit of contradictory economic and social welfare goals simultaneously. Both structural and ideological factors are argued to contribute to a shifting context, but the centrality of re-distributive politics and the contradictions therein explain a lot of what the state does and cannot do. The book also examines what the state aspires to do but structurally cannot accomplish either because of the scale of the problem or the dysfunctionality that sets in with continuous reforms. The collection provides rich evidence on the contested forms of governance arising from changing contexts and shifting roles of the state. Readers will benefit from this recasting of the Indian state in terms of the actual forms of intervention today. Changing Contexts and Shifting Roles of the Indian State is a timely book. At a time when the question of the role of the state in promoting more inclusive forms of development has never been more urgent, this book provides a range of powerful and insightful case studies of how a changing Indian capitalism is impacting and in turn being impacted by the multi-stranded role of the Indian state. Patrick Heller, Professor of Sociology and International Affairs, Brown University, Providence. Since the early 1990s, the Indian economy has moved away from a statist model of development to a more market-oriented one. However, very little scholarship exists that attempts to analyse India’s recent development experience from a political economy lens. This book, which is edited by two of India’s reputed scholars in the political economy of development, addresses this important gap in the literature. It provides an insightful account of the role of the state and the market in India’s economic resurgence in the last three decades. The book also contributes to a fresh understanding of what is meant by a twenty-first century developmental state in a globalised world. The book will be valuable reading for all scholars of India, as well as to researchers in the political economy of development. Kunal Sen, Director, United Nations University – World Institute for Development Economics Research (UNU-WIDER), Helsinki. This collection gives us a richer and more layered understanding of the Indian contemporary State. Rather than see the State as an unchanging entity with unchanging interests, the book argues that the role of the State changes with the context and with the change in political regime. Thus, taking contradictory decisions such as greater dispossession of land from the peasantry and expansion of the universe of economic rights is explainable. The argument is that we can have a better understanding when we see the Indian State as dealing with the ebb and flow of a democracy. C. Rammanohar Reddy, Former Editor, Economic and Political Weekly, Mumbai.

**Neural Mechanisms of Goal-directed Decision Strategies Under Shifting Contexts**

Vincent Man 2018 Adaptive behaviour in the world necessitates integrating relevant information from immediately encountered cues, as well as information conferred by the environment in which cues are embedded, to inform decision processes. Within the scope of value-based choice, these sources of information are relevant to the trade-off between goals to acquire gains and goals to prevent losses. Here I ask how individuals balance and integrate these sources of information to inform appropriate goals and correspondingly adaptive behavioural strategies across shifting contextual demands. I present evidence, across four experiments, supporting a hierarchical organization between the information given by contexts and by immediate cues. An experimental framework that separates the contributions of these sources of information is used to probe the dissociated processing of higher-order contextual features across neural systems. Computational and neural mechanisms describe the interaction between contexts and cues, in which these sources of information are supported by tonic and phasic neural signatures but integrated across time to shape adaptive responses congruent with external demands. I further probe demands on contextual processes by showing that individuals exploit contextual information when the information provided by cues is impoverished, and that contextual influence on behaviour is strengthened given temporal affordances. Importantly, I highlight the role of neural interactions both in space and across hierarchical levels that support these processes.