

The role of availability

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Neural representations of information are available for use in a wide range of tasks. However, the extent to which these representations are available for use in a particular task depends on the task's requirements. We propose that the availability of information is a function of the task's requirements. We discuss the implications of this proposal for the design of experiments and the interpretation of results. We also discuss the implications of this proposal for the design of user interfaces and the interpretation of results.

Keywords: availability, neural representations, task requirements

1. INTRODUCTION

The availability of information is a function of the task's requirements. We propose that the availability of information is a function of the task's requirements. We discuss the implications of this proposal for the design of experiments and the interpretation of results. We also discuss the implications of this proposal for the design of user interfaces and the interpretation of results.

(M & Br 2002; K *et al.* (2004), C *et al.* (2005), S *et al.* (2006)).

Current research on the availability of information is largely focused on the design of user interfaces and the interpretation of results.

Availability of information is a function of the task's requirements. We propose that the availability of information is a function of the task's requirements.

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(T *et al.* 2007), (D Mr *et al.* 2006), (B *et al.* 2008).

*A *et al.* 2007; D *et al.* 2006; P *et al.* 2007; N *et al.* 2008; W *et al.* 2008; P *et al.* 2008; N *et al.* 2008; USA (*et al.* 2008).
October 2008, 10 October 2008, New York, NY, USA.

2008). The availability of information is a function of the task's requirements. We propose that the availability of information is a function of the task's requirements.

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(S & D 2000), H *et al.* 2008.

October 2008, 10 October 2008, New York, NY, USA.

W... PE
(P... et al. 2004).

(a) Amygdala contributions to affective learning

I... (CS), ... (US). A...
(CR). S...
(L.D. 2000; Mr... 2001).
U... A...
T... CS
US... (R... et al. 1993). L... LA
CS US... (W... et al.
1999; D... et al. 2006). T... LA...
(CE). (Pr... et al. 1995;
P... et al. 1997). 6S U239 E9(6S)-4, 81999

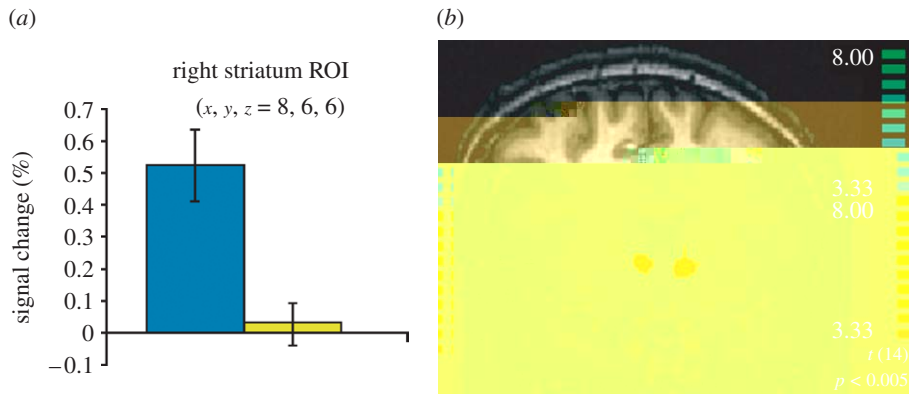


Figure 1. (a,b) Striatal signal change in response to appetitive conditioning. (a) Bar chart showing the mean signal change (%) for a right striatum ROI (x, y, z = 8, 6, 6) in response to appetitive conditioning. The signal change is significantly greater for the CS+ condition (mean = 0.55%) compared to the CS- condition (mean = 0.05%). Error bars represent standard error. (b) Axial brain scan showing the location of the ROI in the striatum. The color scale indicates the t-value (t(14)) and p-value (p < 0.005) for the ROI.

() Appetitive conditioning in the striatum
 N. D. et al. (2008). ROI in the right striatum (H. et al. 2000). T. et al. (2007). O'D. et al. 2004; V. et al. 2004; D. et al. 2007). J. et al. 1999; et al. 2005, 2006). T. et al. (B. & D. 1998). S. et al. PE, I. et al. W. et al.

CS+, (CS-,). A. (S. & D. 2000), A. (H. & F. 1997). I. et al. DA (H. & P. 1998). Fr. et al. DA (US), (CS) (I. et al. 2000). C. et al. Fr. et al. CS- (Pr. et al. 2000; Cr. et al. 2002). S. et al. (E. et al. 1991). C. et al. (A. et al. 1991; R. et al. 2003). Sr. et al. CS (S. et al. 2003). Mr. et al. (L. & G. 2007). C. et al. (O'D. et al. 2001; P. et al. 2002; G. et al. 2003) (D. et al. 2000; K. et al. 2001b; Kr. et al. 2003) Fr. et al. (\$4.00) CS (D. et al. 2008; 1). T. et al.

(ROI) (D'Esposito et al. 2001). I (O'Driscoll et al. 2004), (Sutton & Barto 1998). A (Wise et al. 2004), (O'Driscoll 2004), (Elliott et al. 2004; O'Driscoll 2004; Fennel-Notestine et al. 2004), (D'Esposito et al. 2005).

() *Temporal difference learning in the striatum*

C (Wise et al. 2004), T (Riedel & Wise 1972), B (Sutton & Barto 1990) (Mazzoni et al. 1996; Sutton et al. 1997). T PE (Sutton & Barto 1998), PE (Wise et al. 2004), PE (T. O'Driscoll et al. 2004), PE (Mazzoni et al. 1996; Sutton et al. 1997). I (D'Esposito et al. 2001), PE (O'Driscoll et al. 2004), TD (Mazzoni et al. 1996; Sutton et al. 1997). H (O'Driscoll et al. 2004), PE (Mazzoni et al. 1996; Sutton et al. 1997). S (O'Driscoll et al. 2004), TD (Mazzoni et al. 1996; Sutton et al. 1997). PE (O'Driscoll et al. 2004), (Mazzoni et al. 1996; Sutton et al. 1997). TD (O'Driscoll et al. 2004), (Mazzoni et al. 1996; Sutton et al. 1997). PE (O'Driscoll et al. 2004), (Mazzoni et al. 1996; Sutton et al. 1997).

I (D'Esposito et al. 2001), (NA), (PE) (O'Driscoll 2004). I (PE) (Sutton et al. 2007), (Herrnstein et al. 2008). F (PE) (Barto & O'Driscoll 2007), (Koeberl-Cramer et al. 2005).

A (DA) (PE) (fMRI) (Lüscher et al. 2001). N (fMRI) (D'Esposito et al. 2008). T (BOLD) (PE) (I) (PE) (PE)

() *Aversive processing and the striatum*

E (Sutton & Barto 1994), H (2000), D (2002), W & S (2003), P & F (2004), M N & W (2006) (Sutton et al. 2007)). A (DA) (I) (DA) (Mr & S 1996; Ullmann et al. 2004). H (DA) (NA) (Riedel et al. 1987; A et al. 1989; M C & S 1992; K & D 1995; T & M 1996; 2004), CS (Sutton et al. 1993, 1998; S & M 1995b; W 1997; Mr et al. 2000; P et al. 2001, 2002; J et al. 2004; & 2004). DA

(...). We... CS+, CS-, Mr..., PE... T... (T... : $x, y, z = -7, 3, 9$; : $x, y, z = 9, 5, 8$).

I... PE... TD... PE...

2. GENERAL METHODS

(a) Participants

F... A... 14... 3... T... U... C... A... I... H... S...

(b) Procedure

T... (2): D... et al. 2000) D... et al. 2006). T... I... 5 (2a). D... 2... U... MRI... 50/50...

T... (6, 7, 8, 9)... (1, 2, 3, 4)... 5. T... 500... 500... 13... \$4.00... -\$2.00... 5... 16... 18... 12... U... 50... A... \$42.00...

I... (2b). T... : CS) 4... 12...

\$24.00, T
\$60.00

(c) Physiological set-up, assessment and behavioural analysis

S (SCR) BIOPAC
S A A C
RF
ACQKNOWLEDGE
SCR T SCR
0.5 4.5
CS, (L Br et al. 1995).
A 0.02 μS
0. T
(L Br et al. 1998). A SCR
T
CS+ \$4.00
CS+ SCR CS+
US SCR CS+
T CS+ CS-

(d) fMRI acquisition and analysis

A 3T S A
S N U C B I
A (256×256, 176 1-
F (TR=
2000, TE=20, FOV=192, =
75° =4340 H
=0.29). T
(3×3×3) AC PC
A BRAIN VO AGER (B I
M, T N). T
(
FWHM), G (4
(
(T & T 1988).
Ar
(GLM).
11 T 12 3
CS (CS-, CS+, CS+-US;
US); 2 US (US N US);
1 PE; 6 T
x, y, z. T
(PE)
p<0.001
10.

T PE
TD

(S et al. I TD
V(t) V(t)
x_i(t) 1 w_i
(CS) t, r 0
V(t) = ∑ w_i x_i(t). (2.1)

A
t+1 PE,
δ(t) = r(t) + γV(t+1) - V(t), (2.2)

r(t) t. I
D. γ
U. γ
0 ≤ γ < 1. I γ =
0.99 T
B
w_i ← w_i + λ ∑ x_i(t) δ(t), (2.3)

λ CS 0.2
W CS
CS 0.4 W (λ =
0.2, γ = 0.99 w_i = 0.4), PE
(2.1) (2.2)
fMRI

3. RESULTS

(a) Physiological assessment of aversive conditioning

A SCR
(3). T SCR CS+
(M=0.33, =0.25)
CS- (M=0.15, =0.07).
(t(13)=3.48, p<0.005). C-
CR (CS+ CS-)
1 2 (t(12)=1.53, p=0.15) 1 3
(t(12)=0.97, p=0.35)
3. F
CS+ CS-
(t(10)=5.49, p<0.0005).

(b) Neuroimaging results

T PE A
PE PE
(p<0.001, 10
10).

Table 1. PE r values for each subject.

Subject	Coordinates (x, y, z)	T-value			
		x	y	z	df
Subject 1 (BA 9/24)	(1, 1, 1)	24	10	35	337
Subject 2 (BA 24/32)	(4, 4, 4)	-13	37	14	869
Subject 3 (BA 24/32)	(4, 4, 4)	16	30	8	280
Subject 4	(13, 20, 4)	13	20	4	329
Subject 5	(6, -24, 4)	6	-24	4	334
Subject 6 (BA 41/21)	(-40, -31, 2)	-40	-31	2	524

... (1), ...
 ... (4). T ... PE ...
 ... PE, ...
 ...

4. DISCUSSION

T ... PE ...
 ... I ...
 ... BOLD ...
 ... TD ...
 ... (O'D ... et al. 2003).
 T ... PE ...
 ... T ...
 ... PE ...
 ... (S ... et al. ...).
 T ... PE ...
 ...
 O ...
 S ... et al. (...), ... PE ...
 ...
 T ... I ...
 ... PE ...
 ... (x, y, z=9, 5, 8;
 S ... et al. ...). I ...
 ...
 ... (x, y, z=13, 20, 4). T ...
 ...
 ... PE (S ... et al. 2007). O ...
 ... ROI ...
 ... O'D ... (2004)

... (A ... & D ... 1973;
 W ... & S ... 2003). H ...
 ...
 ... A ...
 ... S ...
 ...
 ... F ...
 D ... et al. 2006),
 ... PE ...
 ... I ...
 ... BOLD ...
 ... PE . I ...
 ... (S ... et al. ...),
 ... BOLD ...
 ... PE . A ...
 ... PE ...
 ... (...) ...
 et al. 2006). A ...
 ... PE ...
 ... CS ... US ...
 (B ... et al. 2007). W ...
 ... TD ...
 ... A ...
 ...
 ... B ...
 ... A ...
 ... O'D ... (2004)

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