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*They are tiny. They are tall.
They are gray. They are green.
They survey our world with*

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enormous glowing eyes. To conduct their shocking experiments, they creep in at night to carry humans off to their spaceships. Yet there is no evidence that they exist at all. So how could anyone believe he or she was

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abducted by aliens? Or want to believe it? To answer these questions, psychologist Susan Clancy interviewed and evaluated "abductees"--old and young, male and female, religious and agnostic. She listened closely to their

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stories--how they struggled to explain something strange in their remembered experience, how abduction seemed plausible, and how, having suspected abduction, they began to recollect it, aided by suggestion and hypnosis.

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Clancy argues that abductees are sane and intelligent people who have unwittingly created vivid false memories from a toxic mix of nightmares, culturally available texts (abduction reports began only after

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stories of extraterrestrials appeared in films and on TV), and a powerful drive for meaning that science is unable to satisfy. For them, otherworldly terror can become a transforming, even inspiring experience. "Being

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***abducted," writes Clancy,
"may be a baptism in the new
religion of this millennium."
This book is not only a subtle
exploration of the workings of
memory, but a sensitive
inquiry into the nature of
belief.***

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The third edition of this popular book examines the role of psychology in informing adult education practice and has been fully updated to reflect the effect of changes in the structure of society, globalisation,

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technology and the impact of postmodernism. It explores the traditions of key psychological theories and discusses issues and problems in applying them to an understanding of adult learning and development. It

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also examines the formation of identities and places increased emphasis on what it means to be a lifelong learner. Dealing with adult learning in a variety of contexts, the topics considered include: humanistic psychology self

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***psychoanalytic approaches the
formation of identities***

development of intelligence

learning styles behaviourism

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integrative theme, levels of analysis, to help students make sense of psychology, its subdisciplines, and its relationship to other fields of study. In every chapter, Goldstein shows students how behavioral, cognitive,

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biological, and contextual levels of analysis, and their dynamic interplay, contribute to an understanding of the complexity of human behavior. More focused on integrating information than any other text currently

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available, Goldstein's text presents a coherent overview of a very diverse academic discipline, helps students see the relevance of the science of psychology to their everyday life experiences, and helps them develop the capacity to

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***think critically about
psychological claims.
With its modular
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ideal for courses on learning***

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and memory, and is easily adaptable to courses that focus on either learning or memory. Instructors can assign the chapters they want from four distinctive modules (introduction, learning, memory, and integrative

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breath, postures, activities,
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inner and outer worlds
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mind—learning to recognize
skillful and unskillful states
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including the Five
Hindrances, the Six Sense
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more "There is a wealth of
meaning and nuance in the
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manner. Empirical results,
theoretical developments,
and current issues are
woven around basic
concepts to produce*

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*coherent accounts of
research areas. Barsalou's
primary goal is to equip
readers with a conceptual
vocabulary that acquaints
them with the general
approach of cognitive*

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psychology and allows them to follow more technical discussions elsewhere. In meeting this goal, he discusses the traditional work central to modern thinking and reviews

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current work relevant to cognitive science. Besides focusing on research and theory in cognitive psychology, Barsalou also addresses its fundamental assumptions. Because the

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*cognitive approach to
psychology is somewhat
subtle, often
misunderstood, and
sometimes controversial,
it is essential for a text
on cognitive psychology to*

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*address the assumptions
that underlie it.*

*Therefore, three of the
eleven chapters address
the "meta- assumptions"
that govern research and
theory in cognitive*

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psychology. These meta-chapters provide a deeper understanding of the content areas and a clearer vision of what cognitive psychologists are trying to accomplish.

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*The remaining eight
"content" chapters cover
the central topics in
cognitive psychology. This
book will be of value to a
variety of audiences.
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*computer science,
linguistics, philosophy,
anthropology, and
neuroscience who wish to
acquaint themselves with
cognitive psychology, it
may also be used as a text*

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*art program that makes
difficult concepts
understandable. Students gain
a true understanding of the
behind the scenes activity that
happens in the mind when
humans do such seemingly*

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*simple activities as perceive,
remember, or think.*

*Goldstein's also focuses on the
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system shocked the Go world by defeating a world champion. Shortly after that, the upgraded AlphaGo Zero crushed the original bot by using deep reinforcement learning to master the game.

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precision and success as the rest of nature. ” Thus argues evolutionary psychologist Pascal Boyer in this uniquely innovative book. Integrating recent insights from evolutionary biology, genetics, psychology, economics, and other fields, Boyer

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separately: the main theories of normal emotions rarely address the issue of disordered emotions, and theories of emotional disorders (e.g. depression, post-traumatic stress disorder, and phobias) rarely discuss normal emotions. The book draws these

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***the application of
cognitive methods,
theories and models to
real-world scenarios.
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of Mass Communication,***

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***author Richard Jackson
Harris continues his
examination of how our
experiences with media
affect the way we
acquire knowledge about
the world, and how this***

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knowledge influences our attitudes and behavior. Presenting theories from psychology and communication along with reviews of the corresponding research,

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familiar to students
substantial discussion
of theories and
research, including
interpretations of***

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***original research
studies a balanced
approach to covering the
breadth and depth of the
subject discussion of
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psychology and media***

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cognitions, attitudes,
and behaviors through
empirical social science
research; teaches
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and evaluate mediated***

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messages; and includes mass communication research, theory and analysis.

Behavior analysis, a rapidly growing profession, began with

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***the use and application
of conditioning and
learning techniques to
modify the behavior of
children or adults
presenting severe
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often because of developmental disabilities. Now behavior analysts work in a variety of settings, from clinics and schools to

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workplaces. Especially since their practice often involves aversive stimuli or punishment, they confront many special ethical challenges. Recently,

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***the Behavior Analysis
Certification Board
codified a set of ten
fundamental ethical
guidelines to be
followed by all behavior
analysts and understood***

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***by all students and
trainees seeking
certification. This book
shows readers how to
follow the BACB
guidelines in action.
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*science, with its focus
on cognitive modelling;
and cognitive
neuropsychology with its
focus on cognition
following brain damage.
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*this edition, is
detailed discussion of
the cognitive
neuroscience
perspective, which uses
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techniques to clarify*

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the functioning of the human brain. There is detailed coverage of the dynamic impact of these four perspectives on the main areas of cognitive psychology, including

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***perception, attention,
memory, knowledge
representation,
categorisation,
language, problem-
solving, reasoning, and
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provide comprehensive coverage that is up-to-date, authoritative, and accessible. All existing chapters have been extensively revised and re-organised. Some of

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*the topics receiving
much greater coverage in
this edition are: brain
structures in
perception, visual
attention, implicit
learning, brain*

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***structures in memory,
prospective memory,
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