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AP Psychology: 2.6 The Brain
352nd Knowledge Seekers Workshop; October 29, 2020
Introducing Psychology Brain Person Group

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Kosslyn & Rosenberg, Introducing Psychology: Pearson New

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Examining psychological concepts from the levels of the brain (biological factors), the person (beliefs, desires, and feelings), and the world (social, cultural, and environmental factors) and their interactions helps students organize and integrate topics within and across chapters and actively apply psychology to their lives.

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A Down-to-Earth Approach James Henslin shares the

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important theme of the text, social change over time, examines what society was previously like, how it has changed, and what the implications are for the present and future. ALERT: Before you purchase, check with your instructor or review your course syllabus to ensure that you select the correct ISBN. Several versions of Pearson's MyLab & Mastering products exist for each title, including customized versions for individual schools, and registrations are not transferable. In addition, you may need a CourseID, provided by your instructor, to register for and use Pearson's MyLab & Mastering products. Packages Access codes for Pearson's MyLab & Mastering products may not be included when purchasing or renting from companies other than Pearson; check with the seller before completing your purchase. Used or rental books If you rent or purchase a used book with an access code, the access code may have been redeemed previously and you may have to purchase a new access code. Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code. Check with the seller prior to purchase.

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First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How

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learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

A New York Times Notable Book: A psychologist ' s " gripping and thought-provoking " look at how and why our brains sometimes fail us (Steven Pinker, author of *How the Mind Works*). In this intriguing study, Harvard psychologist Daniel L. Schacter explores the memory miscues that occur in everyday life, placing them into seven categories: absent-mindedness, transience, blocking, misattribution, suggestibility, bias, and persistence. Illustrating these concepts with vivid examples—case studies, literary excerpts, experimental evidence, and accounts of highly visible news events such as the O. J. Simpson verdict, Bill Clinton ' s grand jury testimony, and the search for the Oklahoma City bomber—he also delves into striking new scientific research, giving us a glimpse of the fascinating neurology of memory and offering " insight into common malfunctions of the mind " (USA Today).

" Though memory failure can amount to little more than a mild annoyance, the consequences of misattribution in eyewitness testimony can be devastating, as can the consequences of suggestibility among pre-school children and among adults with ' false memory syndrome ' ... Drawing upon recent neuroimaging research that allows a glimpse of the brain as it learns and remembers, Schacter guides his readers on a fascinating journey of the human mind. " —Library Journal " Clear, entertaining and

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provocative . . . Encourages a new appreciation of the complexity and fragility of memory. ” —The Seattle Times

“ Should be required reading for police, lawyers, psychologists, and anyone else who wants to understand how memory can go terribly wrong. ” —The Atlanta Journal-Constitution “ A fascinating journey through paths of memory, its open avenues and blind alleys . . . Lucid, engaging, and enjoyable. ” —Jerome Groopman, MD

“ Compelling in its science and its probing examination of everyday life, *The Seven Sins of Memory* is also a delightful book, lively and clear. ” —Chicago Tribune Winner of the William James Book Award

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In Whistling Vivaldi, described as a 'beautifully-written account' of the relationship between stereotypes and identity, Claude Steele offers a vivid first-person detailing of the research that brought him to his groundbreaking conclusions. Through the telling of dramatic personal stories, Dr. Steele shares the process of constructing and completing experiments and statistical studies that show that exposing subjects to stereotypes - merely reminding a group of female math majors about to take a math test, for example, that women are considered naturally inferior to

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men at math - impairs their performance in the area affected by the stereotype. Steele's conclusions shed new light on a host of American social phenomena, from the racial and gender gaps in standardized test scores to the belief in the superior athletic prowess of black men. As Homi Bhabha states, 'Steele's book is both urgent and important in understanding the tyranny of the stereotype and liberating ourselves from its derogatory, one-dimensional vision.' Whistling Vivaldi presents a new way of looking at identity and the way it is shaped by social expectations, and, in Richard Thompson Ford's words, 'offers a clear and compelling analysis and, better still, straightforward and practical solutions.'

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