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2: Factors that affect our perception

Conclusion  
Chapter 9 Thinking; Part 1: Non-reflective thought; Part 2: Reflective thought; Part 3: Cognitive development; Part 4: Styles of thinking; Part 5: Ways of reasoning; Part 6: Ways of knowing; Conclusion; Chapter 10 Knowing; Part 1: Knowing and personal knowledge; Part 2: Narrative knowing; Part 3: Women's way of knowing; Part 4: Knowing ourselves; Part 5: Learning and knowing; Conclusion; Chapter 11 Believing; Part 1: Believing, meaning and truth; Part 2: Towards an understanding of religious and theological interpretation; Part 3: Faith development  
Part 4: Spiritual dimensions of human learning  
Conclusion; Chapter 12 Feeling - emotions; Part 1: The concept of emotion; Part 2: Emotions within the human being; Part 3: Emotions and experience; Part 4: Emotions and learning; Part 5: Learning to control our emotions; Conclusion; Chapter 13 Doing; Part 1: Practical living; Part 2: Learning to be an expert; Part 3: Skills learning; Part 4: Tacit knowledge; Part 5: Creative doing; Conclusion; Chapter 14 Interacting; Part 1: Externalising; Part 2: Internalising; Conclusion; Chapter 15 Valuing  
Part 1: Pre-cognitive and pre-conscious learning of universal value  
Part 2: Learning moral goodness; Part 3: The stages of moral development; Part 4: Private values and public standards; Conclusion; Chapter 16 Positioning; Part 1: Attitudes; Part 2: Intelligence; Part 3: Motivation; Conclusion; Section III Being and becoming; Chapter 17 Becoming; Part 1: The life cycle and ageing; Part 2: Life transitions; Part 3: Life history and learning from our lives; Part 4: Achieving our human potential; Conclusion; Chapter 18 Being; Part 1: The emergence of individual self-identity  
Part 2: Towards social identity

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Sommario/riassunto

Learning is a lifelong process and we are the result of our own learning. But how exactly do we learn to be a person through living? In this book, Peter Jarvis draws together all the aspects of becoming a person into the framework of learning. Considering the ongoing, "nature versus nurture" debate over how we become people, Jarvis's study of nurture - what learning is primarily about - builds on a detailed recognition of our genetic inheritance and evolutionary reality. It demonstrates the ways in which we become social human beings: internalising, accommodating and rejecting the culture

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