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Psychology and
treatment and to
implement integrated
prevention programs in
patients with eating and
weight disorders. It does
so by providing a
comprehensive, up-to-
date review of research
findings and theoretical
assumptions concerning
the interface and
interactions between
body image and such
disorders as anorexia

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nervosa, bulimia
nervosa, binge eating
disorder, other specified
feeding and eating
disorders, orthorexia
nervosa, overweight,
and obesity. After
consideration of issues
of definition and
classification, the
opening part of the book
examines the concept of
body image from a
variety of viewpoints. A

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series of chapters are then devoted to the assessment of the multidimensional construct “body image”, to dysmorphophobia/body dysmorphic disorder, and to muscle dysmorphia. The third part discusses body image in people suffering from different eating disorders and/or

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overweight or obesity,
and two final chapters
focus on body image in
the integrated

prevention of eating
disorders and obesity,
and cultural differences
regarding body image.

The book will be of
interest to all health
professionals who work
in the fields of
psychiatry, clinical
psychology, eating

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disorders, obesity, body image, adolescence, public health, and prevention.

"You can be lonely anywhere, but there is a particular flavor to the loneliness that comes from living in a city, surrounded by thousands of strangers. The Lonely City is a roving cultural history

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of urban loneliness,
centered on the ultimate
city: Manhattan, that
teeming island of
gneiss, concrete, and
glass. What does it
mean to be lonely? How
do we live, if we're not
intimately involved with
another human being?
How do we connect
with other people,
particularly if our
sexuality or physical

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body is considered
deviant or damaged?
Does technology draw
us closer together or
trap us behind screens?
Olivia Laing explores
these questions by
travelling deep into the
work and lives of some
of the century's most
original artists, among
them Andy Warhol,
David Wojnarowicz,
Edward Hopper, Henry

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Darger and Klaus Nomi.
Part memoir, part
biography, part dazzling
work of cultural
criticism, *The Lonely
City* is not just a map,
but a celebration of the
state of loneliness. It's a
voyage out to a strange
and sometimes lovely
island, adrift from the
larger continent of
human experience, but
visited by many -

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millions, say - of
souls"--
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The relationship between the so called boundaryless careers and the occupational wellbeing is a fascinating issue. The themes of boundaryless and protean careers are noteworthy if we consider the challenges posed by a transition to

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more temporary
employment
arrangements from an
industrial to a
knowledge-based
economy we are facing
today. The book is
enriched by empirical
data analysis and case
studies, which on one
hand allow an in-depth
view of the relation
between new careers
and wellbeing for

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specialists and, on the other one, become a fertile benchmark for professionals to look at. The novelty is represented by the effort of giving such construct an interdisciplinary approach, moving from law to organizational psychology, to economy, and to occupational health.

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No one disputes how important it is, in today's world, to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives. That task is very difficult, however. Refocusing curricula on fundamental concepts, producing new teaching materials, and designing teaching units based on

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'mathematicians'
common sense' (or on
logic) have not resulted
in a better understanding
of mathematics by more
students. The failure of
such efforts has raised
questions suggesting
that what was missing at
the outset of these
proposals, designs, and
productions was a more
profound knowledge of
the phenomena of

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learning and teaching mathematics in socially established and culturally, politically, and economically justified institutions - namely, schools. Such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology, sociology, and mathematics.

Psychological theories

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focus on the individual learner. Theories of sociology of education look at the general laws of curriculum development, the specifics of pedagogic discourse as opposed to scientific discourse in general, the different possible pedagogic relations between the teacher and the taught, and other general

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problems in the inter
face between education
and society.

Mathematics, aside from
its theoretical contents,
can be looked at from
historical and
epistemological points
of view, clarifying the
genetic development of
its concepts, methods,
and theories. This view
can shed some light on
the meaning of

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mathematical concepts
and on the difficulties
students have in
teaching approaches that
disregard the genetic
development of these
concepts.

The aim of this book is
to illustrate a variant of
the standard cognitive
treatment for eating
disorders. This therapy
is based on the principle

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that assessing and
treating the patient's
process of worry and
sense of control fosters
greater understanding of
the psychopathology of
the eating disorder and
increases the efficacy of
cognitive treatment. The
book is an edited
collection of chapters
that discuss the
psychopathological
roles played by control

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and worry in eating disorders, and provide a detailed description of the therapeutic protocol, which primarily focuses on the treatment of the cognitive factors of control and worry as core factor of a psychotherapy of eating disorders. In addition, the book shows contributions from other theorists in the field

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who have investigated the role of worry, preoccupation, and control, or who explore the connections between worry, control, and other emotional factors underlying eating disorders, such as perfectionism, self-esteem, and impulsivity.

This book integrates a wide body of theory and

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pedagogical research to
enrich and empower
teaching in universities,
with a focus on
transformational
practice and education
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environments including
responses to the
pandemic, university
writing and developing
learning through, and
for, work · A new
feature: case studies in
every chapter to
illustrate theoretical
ideas across disciplines

While access to
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schooling has expanded around the world, many countries have not realised the hoped-for improvements in economic and social well-being. Access to education by itself is an incomplete goal for development; many students leave the education system without basic proficiency in literacy

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and numeracy. As the world coalesces around new sustainable development targets towards 2030, the focus in education is shifting towards access and quality. Using projections based on data from the OECD Programme for International Student Assessment (PISA) and other international

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student assessments, this report offers a glimpse of the stunning economic and social benefits that all countries, regardless of their national wealth, stand to gain if they ensure that every child not only has access to education but, through that education, acquires at least the baseline level of skills needed to

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participate fully in
society.

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