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OECD Reviews of Migrant Education Closing the Gap for Immigrant Students Policies, Practice and Performance - OECD 2010-03-24

This book offers comparative data on access, participation and performance of immigrant students and their native peers and identifies a set of policy options based on solid evidence of

what works.

Values in Education - Graham Haydon
2007-02-15

?What are the fundamental aims and values underlying education? ?What values should education try to promote in a world of value pluralism? ?What is morality, and should schools

teach it? ?In a secular society, how should schools treat the links between morality and religion? ?How should values enter into professional education and educational leadership? This book, an updated edition of *Teaching about Values*, will help the reader to think about these questions and many others concerning values in education. Drawing on philosophy without assuming knowledge of the subject, it is for teachers, students of education and anyone who recognises the importance of values in education.

Learning to Teach Citizenship in the Secondary School - Liam Gearon 2003

Citizenship is the newest addition to the National Curriculum. For students training to teach citizenship as a first or second subject, this practical text is underpinned by a sound theoretical background.

Windows on CLIL - Anne Maljers 2007

History Education and the Construction of

National Identities - Mario Carretero

2013-01-01

How is history represented? As just a record of the past, as a part of a present identity or as future goals? This book explores how historical contents and narratives are presented in school textbooks and other cultural productions (museums, monuments, etc) and also how they are understood by students, in the context of increasing globalization. In these contemporary conditions, the relation between history learning processes, in and out of school, and the construction of national identities presents an ever more important topic. It is being studied by looking at the appropriation of historical narratives, which are frequently based on the official history of a nation state. Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada, France, Germany, Latin America, Spain, the Netherlands, the United Kingdom and the

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United States. Covering such a broad sample of cultural and national contexts, they provide a rich reflection on history as a subject related to patriotism, cosmopolitanism, both or neither.

Tinkering toward Utopia - David B. TYACK

2009-06-30

For over a century, Americans have translated their cultural anxieties and hopes into dramatic demands for educational reform. Although policy talk has sounded a millennial tone, the actual reforms have been gradual and incremental.

Tinkering toward Utopia documents the dynamic tension between Americans' faith in education as a panacea and the moderate pace of change in educational practices. In this book, David Tyack and Larry Cuban explore some basic questions about the nature of educational reform. Why have Americans come to believe that schooling has regressed? Have educational reforms occurred in cycles, and if so, why? Why has it been so difficult to change the basic institutional patterns of schooling? What actually happened

when reformers tried to reinvent schooling? Tyack and Cuban argue that the ahistorical nature of most current reform proposals magnifies defects and understates the difficulty of changing the system. Policy talk has alternated between lamentation and overconfidence. The authors suggest that reformers today need to focus on ways to help teachers improve instruction from the inside out instead of decreeing change by remote control, and that reformers must also keep in mind the democratic purposes that guide public education.

Competences for democratic culture - Council of Europe 2016-04-04

A new Council of Europe reference framework of competences for democratic culture!
Contemporary societies within Europe face many challenges, including declining levels of voter turnout in elections, increased distrust of politicians, high levels of hate crime, intolerance and prejudice towards minority ethnic and

religious groups, and increasing levels of support for violent extremism. These challenges threaten the legitimacy of democratic institutions and peaceful co-existence within Europe. Formal education is a vital tool that can be used to tackle these challenges. Appropriate educational input and practices can boost democratic engagement, reduce intolerance and prejudice, and decrease support for violent extremism. However, to achieve these goals, educationists need a clear understanding of the democratic competences that should be targeted by the curriculum. This book presents a new conceptual model of the competences which citizens require to participate in democratic culture and live peacefully together with others in culturally diverse societies. The model is the product of intensive work over a two-year period, and has been strongly endorsed in an international consultation with leading educational experts. The book describes the competence model in detail, together with the

methods used to develop it. The model provides a robust conceptual foundation for the future development of curricula, pedagogies and assessments in democratic citizenship and human rights education. Its application will enable educational systems to be harnessed effectively for the preparation of students for life as engaged and tolerant democratic citizens. The book forms the first component of a new Council of Europe reference framework of competences for democratic culture. It is vital reading for all educational policy makers and practitioners who work in the fields of education for democratic citizenship, human rights education and intercultural education.

The First Seven Ecumenical Councils (325-787) - Leo D. Davis 2017-03-15

This unique work - no other work yet available in English treats this subject - illustrates the contribution of these Councils in the development and formulation of Christian beliefs. It then shows how their legacies lingered

throughout the centuries to inspire - or haunt - every generation.

Second International Handbook of Educational Change - Andy Hargreaves

2010-08-13

The two volumes of the second edition of the International Handbook of Educational Change comprise a totally new, and updated collection of the most critical and cutting-edge ideas in educational change. Written by the most influential thinkers in the field, these volumes cover educational change at both the theoretical and practical levels. The updated handbook remains connected to the classical concerns of the field, such as educational innovation, reform, and change management, and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform. Like the first best selling Handbook, this one will also undoubtedly become an essential resource for people involved in all spheres of education, from

classroom teachers, teacher leaders and administrators to educational researchers, curriculum developers, and university professors. No other work provides such a wide-ranging and comprehensive examination of the field of educational change.

The Hill We Climb - Amanda Gorman

2021-03-30

The instant #1 New York Times bestseller and #1 USA Today bestseller Amanda Gorman's electrifying and historic poem "The Hill We Climb," read at President Joe Biden's inauguration, is now available as a collectible gift edition. "Stunning." —CNN "Dynamic." —NPR "Deeply rousing and uplifting." —Vogue On January 20, 2021, Amanda Gorman became the sixth and youngest poet to deliver a poetry reading at a presidential inauguration. Taking the stage after the 46th president of the United States, Joe Biden, Gorman captivated the nation and brought hope to viewers around the globe with her call for unity and healing. Her poem

"The Hill We Climb: An Inaugural Poem for the Country" can now be cherished in this special gift edition, perfect for any reader looking for some inspiration. Including an enduring foreword by Oprah Winfrey, this remarkable keepsake celebrates the promise of America and affirms the power of poetry.

Beyond Memory - Alexandre Dessingué
2015-08-14

Beyond Memory: Silence and the Aesthetics of Remembrance analyses the intricate connections between silence, acts of remembrance and acts of forgetting, and relates the topic of silence to the international research field of Cultural Memory Studies. It engages with the most recent work in the field by viewing silence as a remedy to the traditionally binary approach to our understanding of remembering and forgetting. The international team of contributors examine case studies from colonialism, war, politics and slavery from across the globe, as well as drawing examples

from literature, philosophy and sites of memory to draw three main conclusions. Firstly, that the relationship between remembering and forgetting is relational rather than 'hermetic', and the space between the two is often occupied by silence. Secondly, silence is a force in itself, capable of stimulating more or less remembrance. Finally, that silence is a necessary and key element in the interaction between the human mind and the 'outer world', and enables people to challenge their understanding of art, music, literature, history and memory. With an introduction by the editors discussing Memory Studies, and concluding remarks by Astrid Erll, this collection demonstrates that acceptance and consideration of silence as having both a performative and aesthetic dimension is an essential component of history and memory studies.

Educating Against Extremism - Lynn Davies
2008

Extremism is a huge concern across the world

right now, fuelled by its links to terrorism and religious fundamentalism. This book explores the relationship of education to extremism and examines how education could counter its more dangerous forms. Formal education does little to prevent people joining extremist groups. Neither does it equip young people to analyze fundamentalism. We have seen attacks by suicide bombers who had their schooling in state systems, including in England. It is clear that more is needed than merely literacy. Global communications technologies mean that the way young people organize for either peace or terrorism lies mostly outside the school. But this does not mean that schools are without power. Lynn Davies proposes a very different educational strategy to the conventional tolerant multiculturalism that pertains in the west. The task--a challenging one--is to politicize young people without cementing uncritical acceptance of single truths. The chapters cover: the nature of extremism and myth-making; identity and

belonging; religious belief and faith schools; justice and revenge; free speech; humor and satire; and critical thinking and critical (dis)respect In proposing an education which allows for alternatives and ambiguity, the book argues for the centrality of political education, media education and active citizenship education, as well as critical and comparative religious education, all firmly based on a universal value position around human rights. A strong civil society is one that is not afraid to critique but which has people with the skills and dispositions to engage in this without violence.

Informal Learning and Digital Media -

Kirsten Drotner 2009-12-14

The book provides an engaging overview of the ways in which digital media impact on current understandings of informal learning, and it offers a range of grounded studies of the changing relations between digital media and informal learning processes with a particular focus on young people. A variety of international scholars

examine these processes across a number of sites and settings, from Japan to Finland and the USA, and they discuss their implications for education, ICT and media. The volume is an ideal resource for graduate students as well as for practitioners and policy-makers.

Introduction to Research Methods and Data Analysis in Psychology - Darren Langdridge
2013-04-29

This third edition of Introduction to Research Methods and Data Analysis in Psychology provides you with a unique, balanced blend of quantitative and qualitative research methods. Highly practical in nature, the book guides you, step-by-step, through the research process and is underpinned by SPSS screenshots, diagrams and examples throughout.

Teaching As A Reflective Practice - Ian Westbury
2012-08-06

This volume presents a mix of translations of classical and modern papers from the German Didaktik tradition, newly prepared essays by

German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars. It brings this tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory entered Germany--and which is now experiencing a renaissance--to the English-speaking world, where it has been essentially unknown. The intent is to capture in one volume the core (at least) of the tradition of Didaktik and to communicate its potential relevance to English-language curricularists and teacher educators. It introduces a theoretical tradition which, although very different in almost every respect from those we know, offers a set of approaches that suggest ways of thinking about problems of reflection on curricular and teaching praxis (the core focus of the tradition) which the editors believe are accessible to North American readers--with appropriate "translation." These ways of thinking and related praxis are very relevant to notions

such as reflective teaching and the discourse on teachers as professionals. By raising the possibility that the "new" tradition of Didaktik can be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse--and for exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for theorizing, this book opens up a gold mine of theoretical and practical possibilities.

Encyclopedia of the Sciences of Learning -
Norbert M. Seel 2011-10-05

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning,

remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences

became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and

adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Norwegian-American Essays - 1993

The Teaching for Understanding Guide -

Tina Blythe 1998

Companion guide to: Teaching for understanding / Martha Stone Wiske, editor. 1998.

Technological Tools for the Literacy

Classroom - Jeff Whittingham 2013-04-30

"This book combines practical and effective classroom practices with the latest technological research findings utilized in literacy instruction"-

-Provided by publisher.

A History of Immigration - Grete Brochmann
2008

Who came throughout the ages, from Irish thralls to Somali refugees? How did the various types of state and resident population at any time react to newcomers? What have immigrants contributed to Norwegian society and culture? How have the long term processes of assimilation developed? Which groups have kept themselves as distinct ethnic minorities? This book offers a short and comprehensive history of immigration into the Norwegian area, from the Middle Ages to the present. It is intended for students, newcomers and those interested in Norwegian past and present-day society. With respect to several dimensions, Norway is treated as a particular "case"; thus the book also addresses scholars concerned with the study of migration in general.

Mobile Learning and Mathematics - Helen
Crompton 2015-02-11

Mobile Learning and Mathematics provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe. Through nine case studies, chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics, while connecting chapters provide a strong foundational background in mobile learning theories, instructional design, and learner support. For current educators, Mobile Learning and Mathematics provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction—for example, by sharing resources that will help implement Common Core State Standards, or by streamlining the process of selecting from the competing and often confusing technology options currently available. A cutting edge research volume, this collection also provides a springboard for educational researchers to conduct further study.

EBOOK: Changing Citizenship - Audrey Osler
2005-04-16

How can citizenship in schools meet the needs of learners in multicultural and globalized communities? Can schools resolve the tensions between demands for effective discipline and pressures to be more inclusive? Educators, politicians and the media are using the concept of citizenship in new contexts and giving it new meanings. Citizenship can serve to unite a diverse population, or to marginalise and exclude. With the introduction of citizenship in school curricula, there is an urgent need for developing the concept of cosmopolitan and inclusive citizenship. *Changing Citizenship* supports educators in understanding the links between global change and the everyday realities of teachers and learners. It explores the role that schools can play in creating a new vision of citizenship for multicultural democracies. Key reading for education researchers and students on PGCE, B.Ed and

Masters courses in Education, as well as citizenship teachers and co-ordinators. *Changing Citizenship* is of interest to all concerned about social justice and young people's participation in decision-making.

Opening the Mind or Drawing Boundaries? -
Thorsteinn Helgason 2009-12-09

History texts studied by students in schools are an important field for drawing boundaries between nations, beliefs, ethnic groups and countries, sometimes causing disputes and protests. Even in the democratic and peaceful Nordic countries, history texts carry a message of authorized content knowledge and situated values. At the same time, they are meant to foster the critical mind, a skillfull eye and a tolerant spirit. In this volume, scholars from Denmark, Finland, Iceland, Norway and Sweden explore the question of "Us and the Others" in Nordic textbooks and educational media and focus on teachers' opinions and use of history texts, partly based on a survey among Nordic

history teachers in elementary and secondary schools. The questions dealt with are of national identity and multiculturalism, sameness and difference, content and pedagogy, skills and values, goals of history education and teachers' situations. The scholars and teachers compare the educational and societal aims with the actual teaching materials at hand. The potentialities and limitations of textbooks and other educational media are investigated and discussed.

Critical Human Rights Education - Michalinos Zembylas 2019-08-30

This book engages with human rights and human rights education (HRE) in ways that offer opportunities for criticality and renewal. It takes up various ideas, from critical and decolonial theories to philosophers and intellectuals, to theorize the renewal of HRE as Critical Human Rights Education. The point of departure is that the acceptable "truths" of human rights are seldom critically examined, and productive

interpretations for understanding and acting in a world that is soaked in the violations these rights try to address, cannot emerge. The book cultivates a critical view of human rights in education and beyond, and revisits receivable categories of human rights to advance social-justice-oriented educational praxes. It focuses on the ways that issues of human rights, philosophy, and education come together, and how a critical project of their entanglements creates openings for rethinking human rights education (HRE) both theoretically and in praxis. Given the persistence of issues of human rights worldwide, this book will be useful to researchers and educators across disciplines and in numerous parts of the world.

Troubling Education - Kevin Kumashiro 2012-11-12

Few books have addressed research for teachers to turn to as a resource for classroom practice but here Kumashiro draws on interviews with gay activists as a starting point for discussion of

models of reading and challenging oppression.
Designing Writing Assignments - Traci Gardner
2008

Suggests ways for teachers to develop writing assignments to meet the needs of different types of learners and addresses the challenges of mandates, testing, paper load, and resource-stretched classrooms.

Problems of Men - John Dewey 2014-11-04

Although primarily addressed to the general reader, the introduction and the last chapters of this work strike straight at reactionary philosophers who obstruct the philosophers who are honest searchers for wisdom.

The Acquisition and Retention of

Knowledge: A Cognitive View - D.P. Ausubel
2012-12-06

In 1963 an initial attempt was made in my *The Psychology of Meaningful Verbal Learning* to present a cognitive theory of meaningful as opposed to rote verbal learning. It was based on the proposition that the acquisition and

retention of knowledge (particularly of verbal knowledge as, for example, in school, or subject-matter learning) is the product of an active, integrative, interactional process between instructional material (subject matter) and relevant ideas in the learner's cognitive structure to which the new ideas are relatable in particular ways. This book is a full-scale revision of my 1963 monograph, *The Psychology of Meaningful Verbal Learning*, in the sense that it addresses the major aforementioned and hitherto unmet goals by providing for an expansion, clarification, differentiation, and sharper focusing of the principal psychological variables and processes involved in meaningful learning and retention, i.e., for their interrelationships and interactions leading to the generation of new meanings in the individual learner. The preparation of this new monograph was largely necessitated by the virtual collapse of the neobehavioristic theoretical orientation to learning during the previous forty years; and by

the meteoric rise in the seventies and beyond of constructivist approaches to learning theory. Education, Democracy & Discussion - David Bridges 1988

Fireraiser - Torkil Damhaug 2019-07-23

The third psychological mystery in the Oslo Crime Files, a tense and dark quartet of thrillers for fans of Camilla Lackberg and Jo Nesbo. A man obsessed with the cleansing power of fire is destroying everything that reminds him of his youth. He calls himself the Fire Man. That same Easter, a teenager is threatened by his girlfriend's tradition-bound family. Karsten's attempts to protect himself put him and his sister Synne at even greater risk. Then he disappears all together. Eight years later, Synne is determined to find out what happened that night. But her investigation will ignite smouldering and dangerous memories. And the Fire Man is still there, waiting, and watching her search for the truth at every step... Praise for

international bestseller Torkil Damhaug: 'Delivered with maximum psychological intensity' Barry Forshaw, Independent 'Nothing is as it seems in this sleek and cunning thriller' Evening Standard

Integrated Chinese - 2010

STEM Integration in K-12 Education - National Research Council 2014-02-28

STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers,

practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. *STEM Integration in K-12 Education* makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

Minds on Fire - Mark C. Carnes 2014-09-15
A Choice Outstanding Academic Title of the Year
In *Minds on Fire*, Mark C. Carnes shows how role-immersion games channel students' competitive (and sometimes mischievous) impulses into transformative learning experiences. His discussion is based on interviews with scores of students and faculty who have used a pedagogy called *Reacting to*

the Past, which features month-long games set during the French revolution, Galileo's trial, the partition of India, and dozens of other epochal moments in disciplines ranging from art history to the sciences. These games have spread to over three hundred campuses around the world, where many of their benefits defy expectations. "[*Minds on Fire* is] Carnes's beautifully written apologia for this fascinating and powerful approach to teaching and learning in higher education. If we are willing to open our minds and explore student-centered approaches like *Reacting [to the Past]*, we might just find that the spark of student engagement we have been searching for in higher education's mythical past can catch fire in the classrooms of the present."
—James M. Lang, *Chronicle of Higher Education*
"This book is a highly engaging and inspirational study of a 'new' technique that just might change the way educators bring students to learning in the 21st century." —D. D. Bouchard, *Choice*

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms - Mark deBoer 2020-11-17

This volume builds a conceptual basis for assessment promoting learning in Content and Language Integrated Learning (CLIL) classrooms and proposes practical assessment approaches and activities that CLIL teachers can apply in the classroom. CLIL as an educational context is unique, as language and content learning happen simultaneously. The efficacy of such instruction has been studied extensively, but assessment in CLIL classrooms has drawn much less attention. The present volume aims to fill this gap. Arranged based on different ways that content and language are integrated in CLIL, the chapters in this book together build a solid theoretical basis for assessment promoting learning in CLIL classrooms. The authors discuss how assessment eliciting this integration yields insights into learners' abilities, but more importantly, how these insights are used to

promote learning. The contributors to the volume together build the understanding of classroom-based assessment as cyclic, of teaching, learning, and assessment as inter-related, and of content and language in CLIL classrooms as a dialectical unity. This volume will spark interest in and discussion of classroom-based assessment in CLIL among CLIL educators and researchers, enable reflection of classroom assessment practices, and foster collaboration between CLIL teachers and researchers. The assessment approaches and activities discussed in the volume, in turn, will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms.

The Spy Who Haunted Me - Simon R. Green 2009

Eddie Drood is determined to be the recipient of the priceless deathbed secrets of Independent Agent extraordinaire, Alexander King, but must first win a contest to solve all the worlds

greatest mysteries.

Language Online - David Barton 2013-04-17

In Language Online, David Barton and Carmen Lee investigate the impact of the online world on the study of language. The effects of language use in the digital world can be seen in every aspect of language study, and new ways of researching the field are needed. In this book the authors look at language online from a variety of perspectives, providing a solid theoretical grounding, an outline of key concepts, and practical guidance on doing research. Chapters cover topical issues including the relation between online language and multilingualism, identity, education and multimodality, then conclude by looking at how to carry out research into online language use. Throughout the book many examples are given, from a variety of digital platforms, and a number of different languages, including Chinese and English. Written in a clear and accessible style, this is a vital read for anyone new to studying

online language and an essential textbook for undergraduates and postgraduates working in the areas of new media, literacy and multimodality within language and linguistics courses.

Human Rights and Schooling - Audrey Osler
2016-05-20

The author examines the theory, research, and practice linking human rights to education in order to broaden the concept of citizenship and social studies education. Osler anchors her examination of human rights in the U.N Convention on the Rights of the Child, as well as the U.N. Declaration on Human Rights Education and Training.

The Wiley International Handbook of History Teaching and Learning - Scott Alan Metzger
2018-04-10

A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History

Teaching and Learning draws on contributions from an international panel of experts. Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future. The contributors represent a wide range of pioneering, established, and promising new scholars with diverse perspectives on history education. Comprehensive in scope, the contributions cover major themes and issues in history education including: policy, research, and societal contexts; conceptual constructs of history education; ideologies, identities, and group experiences in history education; practices and learning; historical literacies: texts, media, and social spaces; and consensus and dissent. This vital resource: Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents

an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field, The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day.

Interculturality in Education - Fred Dervin
2016-06-10

This book explores the decades-long use of the notion of interculturality in education and other fields, arguing that it is now time to move beyond certain assumptions towards a richer and more realistic understanding of the 'intercultural'. Many concepts such as culture, identity and intercultural competence are discussed and revised. Myths about interculturality are also unpacked and dispelled. Written by one of the leading scholars in the

field, this book proposes a very useful framework to address theoretical and methodological issues related to interculturality. This somewhat provocative book will be of interest to anyone who wrestles with this knotty but central notion of our times.

Demonization in International Politics - Linn Normand 2016-06-08

This book investigates demonization in international politics, particularly in the Middle East. It argues that while demonization's origins are religious, its continued presence is

fundamentally political. Drawing upon examples from historical and modern conflicts, this work addresses two key questions: Why do leaders demonize enemies when waging war? And what are the lasting impacts on peacemaking? In providing answers to these inquiries, the author applies historical insight to twenty-first century conflict. Specific attention is given to Israel and Palestine as the author argues that war-time demonization in policy, media, and art is a psychological and relational barrier during peace talks.