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Educational content up close UNESCO,2019-12-20 **Teaching African History in Schools** ,2020-11-04 Emerging from the pioneering work of the African Association for History Education AHE Afrika Teaching African History in Schools offers an original Africa centred contribution to international history education research Edited by AHE Afrika s founders and directors the volume thus addresses a notable gap in this field by showcasing otherwise marginalised scholarship from and about Africa Teaching African History in Schools constitutes a unique collection of nine empirical studies interrogating curriculum and textbook contents and teachers and learners voices and experiences as they relate to teaching and learning African history across the continent and beyond Case studies include South Africa Kenya Rwanda Zimbabwe Malawi Cameroon and Tanzania as well as the UK and Canada Contributors are Denise Bantovato Carol Bertram Jean Leonard Buhigiro Annie Fatsereni Chiponda Raymond Nkwenti Fru Marshall Tamuka Maposa Abdul Mohamud Sabrina Moisan Reville Nussey Nancy Rushohora Johan Wassermann and Robin Whitburn **General Knowledge 2018 Capsule with Current Affairs Update 2nd Edition** Disha Experts,2017-07-10 The thoroughly revised update 2nd edition of the book General Knowledge 2018 Capsule has been written with the objective to provide short and crisp information required to crack the various competitive exams also The book will update your knowledge about India World the who s who and day to day events happening around the globe The most important feature of the book is the collection of the most relevant information useful for all your needs Quick General Knowledge 2018 provides A comprehensive study of all the sections covered under the subject of General Knowledge History Geography Polity Economy Science and Technology sports etc Figures Graphics and Tables are provided along with the theory wherever required The Current Affairs section containing the coverage of latest news events **26 Years UPSC IAS/ IPS Prelims Topic-wise Solved Papers 1 & 2 (1995 - 2020) 11th Edition** Disha Experts,2020-01-01 **Debates in the Digital Humanities 2016** Matthew K. Gold,Lauren F. Klein,2016-05-18 Pairing full length scholarly essays with shorter pieces drawn from scholarly blogs and conference presentations as well as commissioned interviews and position statements Debates in the Digital Humanities 2016 reveals a dynamic view of a field in negotiation with its identity methods and reach Pieces in the book explore how DH can and must change in response to social justice movements and events like Ferguson how DH alters and is altered by community college classrooms and how scholars applying DH approaches to feminist studies queer studies and black studies might reframe the commitments of DH analysts Numerous contributors examine the movement of interdisciplinary DH work into areas such as history art history and archaeology and a special forum on large scale text mining brings together position statements on a fast growing area of DH research In the multivalent aspects of its arguments progressing across a range of platforms and environments Debates in the Digital Humanities 2016 offers a vision of DH as an expanded field new possibilities differently structured Published simultaneously in print e book and interactive webtext formats each DH annual will be a book length publication highlighting

the particular debates that have shaped the discipline in a given year By identifying key issues as they unfold and by providing a hybrid model of open access publication these volumes and the Debates in the Digital Humanities series will articulate the present contours of the field and help forge its future Contributors Moya Bailey Northeastern U Fiona Barnett Matthew Battles Harvard U Jeffrey M Binder Zach Blas U of London Cameron Blevins Rutgers U Sheila A Brennan George Mason U Timothy Burke Swarthmore College Rachel Sagner Buurma Swarthmore College Micha C rdenas U of Washington Bothell Wendy Hui Kyong Chun Brown U Tanya E Clement U of Texas Austin Anne Cong Huyen Whittier College Ryan Cordell Northeastern U Tressie McMillan Cottom Virginia Commonwealth U Amy E Earhart Texas A Domenico Fiormonte U of Roma Tre Paul Fyfe North Carolina State U Jacob Gaboury Stony Brook U Kim Gallon Purdue U Alex Gil Columbia U Brian Greenspan Carleton U Richard Grusin U of Wisconsin Milwaukee Michael Hancher U of Minnesota Molly O Hagan Hardy David L Hoover New York U Wendy F Hsu Patrick Jagoda U of Chicago Jessica Marie Johnson Michigan State U Steven E Jones Loyola U Margaret Linley Simon Fraser U Alan Liu U of California Santa Barbara Elizabeth Losh U of California San Diego Alexis Lothian U of Maryland Michael Maizels Wellesley College Mark C Marino U of Southern California Anne B McGrail Lane Community College Bethany Nowviskie U of Virginia Julianne Nyhan U College London Amanda Phillips U of California Davis Miriam Posner U of California Los Angeles Rita Raley U of California Santa Barbara Stephen Ramsay U of Nebraska Lincoln Margaret Rhee U of Oregon Lisa Marie Rhody Graduate Center CUNY Roopika Risam Salem State U Stephen Robertson George Mason U Mark Sample Davidson College Jentery Sayers U of Victoria Benjamin M Schmidt Northeastern U Scott Selisker U of Arizona Jonathan Senchyne U of Wisconsin Madison Andrew Stauffer U of Virginia Joanna Swafford SUNY New Paltz Toniesha L Taylor Prairie View A Dennis Tenen Melissa Terras U College London Anna Tione Ted Underwood U of Illinois Urbana Champaign Ethan Watrall Michigan State U Jacqueline Wernimont Arizona State U Laura Wexler Yale U Hong An Wu U of Illinois Urbana Champaign

Learning Geography Beyond the Traditional Classroom
Chew-Hung Chang, Bing Sheng Wu, Tricia Seow, Kim Irvine, 2018-05-08 This book provides a collection of critical pieces that support the idea that good teaching and learning of geography in fieldwork and using technology should consider the dimensions of curriculum design instructional design and resource provision as well as assessment for such learning activities Further it clearly describes the thinking experiences and critical comments concerning two broad areas of learning outside the traditional classroom in the field and with technology

After Dictatorship Peter Hoeres, Hubertus Knabe, 2023-02-20 Numerous studies concerning transitional justice exist However comparatively speaking the effects actually achieved by measures for coming to terms with dictatorships have seldom been investigated There is an even greater lack of transnational analyses This volume contributes to closing this gap in research To this end it analyses processes of coming to terms with the past in seven countries with different experiences of violence and dictatorship Experts have drawn up detailed studies on transitional justice in Albania Argentina Ethiopia Chile Rwanda South Africa and Uruguay

Their analyses constitute the empirical material for a comparative study of the impact of measures introduced within the context of transitional justice. It becomes clear that there is no sure formula for dealing with dictatorships. Successes and deficits alike can be observed in relation to the individual instruments of transitional justice from criminal prosecution to victim compensation. Nevertheless, the South American states perform much better than those on the African continent. This depends less on the instruments used than on political and social factors. Consequently, strategies of transitional justice should focus more closely on these contextual factors.

Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts Ehaab Abdou, Theodore Zervas, 2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures, histories, and wisdom traditions. With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures, it includes unique contributions from scholars studying these questions in various contexts. The book offers a range of important studies from key African and Euro-Asian contexts including Afghanistan, Albania, Greece, Iran, South Africa, Sweden, Türkiye, and Zimbabwe. The various chapter contributions address and discuss nuances of each of the contexts under study. The contributions also help highlight some key commonalities across these contexts, including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions, misrepresentations, and marginalization. In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures, the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond. It will appeal to scholars, researchers, undergraduate and graduate students with interests in Indigenous education, curriculum studies, citizenship education, history of education, religion, and educational policy.

Comparative Perspectives on School Textbooks Dobrochna Hildebrandt-Wypych, Alexander W. Wiseman, 2021-04-22 This book examines the discourses on nation building, civic identity, minorities, and the formation of religious identities in school textbooks worldwide. It offers up-to-date practical and scholarly information on qualitative and mixed method textbook analysis as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries. The volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social, political, and economic groups affect textbook production and the curricular aims in different educational systems worldwide. Chapters address the role of school textbooks in developing nationhood, the creation of citizenship through school textbooks, the complexity of gender in normative discourses, and the intersection of religion and culture in school textbooks.

Quarterly Current Affairs - April to June 2017 for Competitive Exams Disha Experts, 2017-07-11 Quarterly Current Affairs April to June 2017 for Competitive Exams is a unique handy magbook as it gives the complete update of the 2nd Quarter months of 2017. The book talks of all the recent

developments in the field of Polity Economics Sience Technology Sports Art Culture etc This book would prove to be an asset for all students aspiring for the different competitive exams The book highlights the gist of the 2nd Quarter of 2017 through Game Changers Causes Effects Quote Unquote etc

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