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contents objectives in teaching social studies scope and sequence in the social studies trends and issues in the social studies learning opportunities in the social studies pupil learning in the social studies reading in the social studies writing in the social studies social studies children s literature grouping for instruction in the social studies leadership in the social studies social studies and democracy in the classroom technology in the social studies curriculum maps globes and the social studies current events in the social studies social studies integrating school and society measurement and evaluation in the social studies social studies in teacher education restructuring the social studies a public debate

this book explores the rich history and depth of the educational field of social studies in the united states and examines its capacity to moderate modern day anti democratic forces through a commitment to civic education drawing out key significant historical moments within the development of social studies education it provides a compelling historical narrative of the ideas that shaped the unique curricular field of social studies education this book resynthesizes each historical stage to show how it resonates with contemporary life and effectively helps readers bridge the gap between theory and practice focusing on the key ideas of the field and the primary individuals who championed those ideas the author provides a clear concise and sharply pointed encounter with

social studies education that illuminates the connection from research to practice researchers of social studies education will find this book to be a worthy contribution to the ever important struggle to better understand the type of civic education necessary for the perpetuation of democratic life in the united states it will also appeal to educational researchers and teacher educators with interests in the history of education teacher education civic education moral education and democracy

the rise of china has reconstituted the regional identity in asia as well as the lens through which understanding of china and self understanding are no longer separate processes intellectually china scholarship in south and southeast asia necessarily highlights meanings of encountering china that western social sciences fail to reflect because academics in many places being migrants navigate and combine more than one civilization forces with china in itself undergoing transformation it is unlikely that one can simply speak of china without multiple qualifications of what one actually refers to the book gathers authors who come from different scholarly traditions to reflect upon how the presentation of china in academic writings as well as think tank analyses can engender different identity possibilities the book therefore complicates the category china to enable mutual empathy between everything that in one way or another relies on chineseness as object or subject in accordance with the identity strategies of the china experts

ibss is the essential tool for librarians university departments research institutions and any public or private institution whose work requires access to up to date and comprehensive knowledge of the social sciences

project based learning is a teaching method that encourages students to expand on what they learn in class through engaging investigative projects through examples of projects to explore critical periods of u s history this series teaches readers how to use real world tools skills and tasks to answer key questions related to their favorite

social studies unit furthermore each book shows readers how to engage in the process of sustained inquiry not only will students learn how to approach and solve problems but they ll also learn how to prepare displays or presentations to share their discoveries with teachers and peers features include provides a number of hands on projects in line with project based learning an emerging trend in pedagogy subjects correlate closely to state social studies curricular topics on u s history connects school projects with practical real world skills that readers can apply in their community

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drawing on debates from traditional and postmodern thoughts on science and technology the title builds a new theoretical framework to reconsider science and technology integrating the opposing viewpoints that either justify science or negate it as the third volume of a three volume set that proposes to reconsider science and technology and explores how the philosophy of science and technology responds to an ever changing world this final volume seeks to restore the cultural implications of science across the six chapters the authors probe the prospect of a pluralistic scientific culture including discussions of diversified value choices the tension between reason and unreason other binary characteristics of scientific knowledge including objectivity and uniqueness universality and locality as well as the loss awakening and reconstruction of scientific culture the authors call for a

transformation of scientific culture from a dominant culture to an affirmative one and envision a free and open world of science and technology the volume will appeal to scholars and students interested in the philosophy of science and technology the ideology of scientism and anti scientism modernism and postmodernism marxist philosophy and topics related to scientific culture

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