

Difference In Editions Of Textbooks

How is the Israel/Palestine question narrated in Western academia? What ideas dominate the key textbooks on the subject and what is presented as 'truth'? This book answers these critical questions. It is widely known that Western support of Israel played a vital role in the realization of Zionist objectives in Palestine. But academic support of Israel in the West has been a neglected issue, with Western academic knowledge being regarded as impartial and objective. This book reveals that this understanding of Western academic knowledge is wrong when it comes to the Israel/Palestine question. Rather, knowledge has been biased, misleading, and dogmatic and Western college students are subscribing to 'factual histories' based on theories at best, if not fiction. The book is the first empirical investigation able to document this partial reporting of history. Seyed Hadi Borhani examines the most popular college-level textbooks used to teach the history of the Israel/Palestine in Western universities, combining textbook analysis (to determine how the dominant academic texts report the question) and a 'context analysis' (to identify who 'manufactures' the dominant knowledge). The book provides a historical map of how the Israel-Palestine conflict is understood in the West. The book can be used as a critique for students and professors to use alongside textbooks and is a vital and much-needed intervention into the state of affairs in Western academia. This volume explores Nordic textbooks chronologically and empirically from the Protestant reformation to our own time. The chapters are written by scholars from Finland, Denmark, Sweden, and Norway, and deploy a wide range of methods, representing different academic fields.

Essential Cell Biology provides a readily accessible introduction to the central concepts of cell biology, and its lively, clear writing and exceptional illustrations make it the ideal textbook for a first course in both cell and molecular biology. The text and figures are easy-to-follow, accurate, clear, and engaging for the introductory student. Molecular detail has been kept to a minimum in order to provide the reader with a cohesive conceptual framework for the basic science that underlies our current understanding of all of biology, including the biomedical sciences. The Fourth Edition has been thoroughly revised, and covers the latest developments in this fast-moving field, yet retains the academic level and length of the previous edition. The book is accompanied by a rich package of online student and instructor resources, including over 130 narrated movies, an expanded and updated Question Bank. Essential Cell Biology, Fourth Edition is additionally supported by the Garland Science Learning System. This homework platform is designed to evaluate and improve student performance and allows instructors to select assignments on specific topics and review the performance of the entire class, as well as individual students, via the instructor dashboard. Students receive immediate feedback on their mastery of the topics, and will be better prepared for lectures and classroom discussions. The user-friendly system provides a convenient way to engage students while assessing progress. Performance data can be used to tailor classroom discussion, activities, and lectures to address students' needs precisely and efficiently. For more information and sample material, visit http://garlandsience.rocketmix.com/.

John Hayes and Carl Holladay have thoroughly revised and expanded this best-selling textbook, adding new chapters on emerging methods of interpretation and the use of computer technology for exegesis. All bibliographies have been updated, and Scripture has been converted to the NRSV. This new edition retains the features of the early editions: a minimum of technical terms, solid introductory guidelines in exegetical methods, and a valuable presentation of exegetical theory and practice. It is ideal for general introductory exegesis courses, introductions to the Old and New Testaments, and introduction to preaching, as well as for pastors and lay leaders.

Capturing Finance

Student Life and Activities in Singapore, 1945-1965

Introduction to Information Retrieval

Selection, Circulation, and Assessment (An ALCTS Monograph)

Critical Analysis of Science Textbooks

Appropriations, General Legislation and Resolutions ...

Interpersonal Meaning in Multimodal English Textbooks

The relationship between Algeria and France that formed during the 132 years of colonial rule did not end in 1962 when Algeria gained its independence. This long period of occupation left an indelible mark on the social fabric of both societies, one that continues to influence their cultures, identities, and politics. Wide-ranging in scope yet complementary in focus, the essays deftly convey the extent to which the French colonial experience in Algeria resonated on both sides of the Mediterranean. Young and established scholars shed light on the linguistic, cultural, and social mechanisms of violence, remembrance, forgetting, fantasy, nostalgia, prejudice, mythmaking, and fractured identity. Addressing the nature of Franco-Algerian relations through such topics as migration, displacement, settler colonialism, racism, and sexuality, these essays provide an important contribution to postcolonial studies, cultural studies, and North African history. With renewed public debate surrounding the two countries' shared past and their interwoven communities today, this volume will be indispensable for anyone with an interest in the relations between Algeria and France and the literature on memory and nostalgia.

There has been much debate in recent times between the Anglo American tradition of curriculum studies and the Continental and North European tradition of didactics (Didaktik). As important as such debate has been, this book seeks to add new voices to the debate representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese thinking about curriculum, teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies? This book deliberately transcends borders and cultures to explore new territory, to provide a platform for open dialogue and to open up new areas of investigation Chapters include, Curriculum Reform and Research in China: A Social-Historical Perspective What Mathematics Did Teachers Learn? Comparison of the School and the Pre-Service Teacher Mathematics Curricula in Germany and Taiwan Living in Parallel Worlds: A Transatlantic Dialogue between General Didactics and Instructional Design

A fully updated and revised edition of the book USA Today called "jim-dandy pop history," by the bestselling, American Book Award-winning author "The most definitive and expansive work on the Lost Cause and the movement to whitewash history." —Mitch Landrieu, former mayor of New Orleans From the author of the national bestseller Lies My Teacher Told Me, a completely updated—and more timely than ever—version of the myth-busting history book that focuses on the inaccuracies, myths, and lies on monuments, statues, national landmarks, and historical sites all across America. In Lies Across America, James W. Loewen continues his mission, begun in the award-winning Lies My Teacher Told Me, of overturning the myths and misinformation that too often pass for American history. This is a one-of-a-kind examination of historic sites all over the country where history is literally written on the landscape, including historical markers, monuments, historical houses, forts, and ships. New changes and updates include: • a town in Louisiana that was the site of a major but now-forgotten slave uprising • a totally revised tour of the memory and intentional forgetting of slavery and the Civil War in Richmond, Virginia • the hideout of a gang in Delaware that made money by kidnapping free blacks and selling them into slavery Entertaining and enlightening, Lies Across America also has a serious role to play in contemporary debates about white supremacy and Confederate memorials.

Class-tested and coherent, this textbook teaches classical and web information retrieval, including web search and the related areas of text classification and text clustering from basic concepts. It gives an up-to-date treatment of all aspects of the design and implementation of systems for gathering, indexing, and searching documents; methods for evaluating systems; and an introduction to the use of machine

learning methods on text collections. All the important ideas are explained using examples and figures, making it perfect for introductory courses in information retrieval for advanced undergraduates and graduate students in computer science. Based on feedback from extensive classroom experience, the book has been carefully structured in order to make teaching more natural and effective. Slides and additional exercises (with solutions for lecturers) are also available through the book's supporting website to help course instructors prepare their lectures.

Textbooks on Israel-Palestine

School Mathematics Textbooks In China: Comparative Studies And Beyond

Proceedings of the 13th IARTEM Conference 2015, Berlin

Identity, Memory, Nostalgia

Mapping the Spectrum

Biblical Exegesis, Third Edition

Reconstruction of Wave-Particle Duality and its Implications for General Chemistry Textbooks

The terrorist attacks of September 11, 2001 dramatically changed many aspects of American society, and the ramifications of that horrific event are still impacting the domestic and foreign policies of the United States. Yet, fifteen years after 9/11—an event that was predicted to change the scope of public education in the United States—we find that the social studies curriculum remains virtually the same as before the attacks. For a discipline charged with developing informed citizens prepared to enter a global economy, such curricular stagnation makes little sense. This book, which contains chapters from many leading scholars within the field of social studies education, both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post-9/11 global society in which their students live.

Disrupts popular myths about education in Asia and the Pacific. Struggles over Difference addresses education, schools, textbooks, and pedagogies in various countries of the Asia-Pacific, offering critical curriculum studies and policy analyses of national and regional educational systems. These systems face challenges linked to new economic formations, cultural globalization, and emergent regional and international geopolitical instabilities and conflicts. Contributors offer insights on how official knowledge, text, discourse, and discipline should be shaped; who should shape it; through which institutional agencies it should be administered; and social and cultural practices through which this should occur. The book disrupts popular myths about education in this part of the world, including base suppositions about the "other" that Asian pedagogy is exclusively rote learning, that educational systems and governments here are faced with classical developing country issues, and that institutional and state formation in the region can be assessed on a North/West or left/right continuum. The essays not only map and reframe issues of difference for those who work in education in the Asia-Pacific, but also illuminate critical issues of curriculum and policy for teachers, students, teacher educators, and researchers worldwide. Yoshiko Nozaki is Assistant Professor of Educational Leadership and Policy at the University at Buffalo, State University of New York. Roger Openshaw has a Personal Chair in Education History at Massey University at Palmerston North in New Zealand. Allan Luke is Professor of Education at the Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University in Singapore.

Papers from a conference held in Feb. 2002 at the University of Bath.

English language teaching textbooks (or coursebooks) play a central role in the life of a classroom. This edited volume contains research-informed chapters focusing on: analysis of textbook content; how textbooks are used in the classroom; and textbook writers' accounts of the materials writing, design, and publishing process.

How to Prepare for a Career and Land a Job at Apple, Microsoft, Google, or any Top Tech Company

Theorizing Teaching and Learning in Asia and Europe

Identity Politics and Transnational Aspirations

Evaluating Instructional Effectiveness

Algeria and France, 1890-2000

Promoting Critical Civic Engagement in a Politically Polarized, Post-9/11 World

Deep Learning

This book is open access under a CC-BY license. Part of the AHRIC/British Library Academic Book of the Future Project, this book interrogates current and emerging contexts of academic books from the perspectives of thirteen expert voices from the connected communities of publishing, academia, libraries, and bookselling. This comparative study provides an overview of the textbook production chain, starting with its origins in the curriculum, and suggests ways in which policymakers can make improvements at every point in the chain. With evidence from a range of countries, mainly in Asia, the study is intended as a resource for policymakers and as a reference and benchmark for education systems. Although the study focuses on textbooks, which are the priority for governments and teachers and represent the greatest item of expenditure on teaching and learning materials, it also includes other teaching and learning materials including digital resources.

easy equilibrium equation

History education is the official version of modern national identities. This book is a remarkable unveiling of how three countries changed their portrayal of history after disastrous defeat in World War II. The book traces these portrayals through extensive, over-time middle school history textbook and curriculum analyses.

The Academic Book of the Future

The Google Resume

A Beginner's Handbook

Textbook Policies in Asia

Textbooks in Academic Libraries

Techniques of Visual Representation in Research and Teaching

Information Literacy in Everyday Life

Criticizes the way history is presented in current textbooks, and suggests a more accurate approach to teaching American history.

It goes without saying that atomic structure, including its dual wave-particle nature, cannot be demonstrated in the classroom. Thus, for most science teachers, especially those in physics and chemistry, the textbook is their key resource and their students' core source of information. Science education historiography recognizes the role played by the history and philosophy of science in developing the content of our textbooks, and with this in mind, the authors analyze more than 120 general chemistry textbooks published in the USA, based on criteria derived from a historical reconstruction of wave-particle duality. They come to some revealing conclusions, including the fact that very few textbooks discussed issues such as the suggestion, by both Einstein and de Broglie, and before conclusive experimental evidence was available, that wave-particle duality existed.

Other large-scale omissions included de Broglie's prescription for observing this duality, and the importance of the Davission-Germer experiments, as well as the struggle to interpret the experimental data they were collecting. Also untouched was the background to the role played by Schrödinger in developing de Broglie's ideas. The authors argue that rectifying these deficiencies will arouse students' curiosity by giving them the opportunity to engage creatively with the content of science curricula. They also assert that it isn't just the experimental data in science that matters, but the theoretical insights and unmeted inspirations, too. In addition, the controversies and discrepancies in the theoretical and experimental record are key drivers in understanding the development of science as we know it today.

Ott and Longnecker's AN INTRODUCTION TO STATISTICAL METHODS AND DATA ANALYSIS, 6th Edition, International Edition provides a broad overview of statistical methods for advanced undergraduate and graduate students from a variety of disciplines who have little or no prior course work in statistics. The authors teach students to solve problems encountered in research projects, to make decisions based on data in general settings both within and beyond the university setting, and to become critical readers of statistical analyses in research papers and in news reports. The first eleven chapters present material typically covered in an introductory statistics course, as well as case studies and examples that are often encountered in undergraduate capstone courses. The remaining chapters cover regression modeling and design of experiments.

For all of the recent debates over the methods and theoretical underpinnings of the historical profession, scholars and laypeople alike still frequently think of history in terms of storytelling. Accordingly, historians and theorists have devoted much attention to how historical narratives work, illuminating the ways they can bind together events, shape an argument and lend support to ideology. From ancient Greece to modern-day bestsellers, the studies gathered here offer a wide-ranging analysis of the textual strategies used by historians. They show how in spite of the pursuit of truth and objectivity, the ways in which historians tell their stories are inevitably conditioned by their discursive contexts.

Education at Large

A Content Analysis of the Two Different Editions of Some Introductory Psychology Textbooks

Biopsychology (RENTAL EDITION)

Organic chemistry

Essential Cell Biology

On Academic, Popular and Educational Framings of the Past

Guilty Lessons

Arbitrage—the trading practice that involves buying assets in one market at a cheap price and immediately selling them in another market for a profit—is fundamental to the practice of financial trading and economic understandings of how financial markets function. Because traders complete transactions quickly and use other people's money, arbitrage is considered to be riskless. Yet, despite the rhetoric of riskless trading, the arbitrage in mortgage-backed securities led to the 2008 financial crisis. In Capturing Finance Carolyn Hardin offers a new way of understanding arbitrage as a means for capturing value in financial capitalism. She shows how arbitrage relies on a system of abstract domination built around risk. The commonsense beliefs that taking on debt is necessary for affording everyday life and that investing is necessary to secure retirement income compel individuals to assume risk while financial institutions amass profits. Hardin insists that mitigating financial capitalism's worst consequences, such as perpetuating class and racial inequities, requires challenging the narratives that naturalize risk as a necessary element of financial capitalism as well as social life writ large.

This book brings together empirical research and conceptual work on textbooks and education from 13 countries and 17 disciplines. Along with textbook production, usage, and development, it also explores the interconnectedness of (educational) policy and teaching and learning materials. Further, the book offers insights into regional and local discourses (e.g. specific theories of Portuguese- and Spanish-speaking countries as well as Nordic countries, contrasting their theories with international literature), practices, and solutions with regard to teaching selected subjects at the pre-primary, primary, secondary, and tertiary level. This book also discusses the specific combinations of subjects (e.g. Physics, Biology, Geography, Swedish, English) and their subject-specific education (e.g. Physics Education or Didactics). Lastly, it examines the work of a number of early-career researchers, giving them a voice and bringing in fresh ideas currently being developed in various countries around the globe. This proceedings volume will appeal to publishers, subject educators in primary, secondary, and tertiary education, and academic researchers from the fields of textbooks, educational media and subject-specific education. Its international authorship and explicit focus on subject-specific particularities of educational media provide a unique and comprehensive overview.

in debt | Discover the power of goals in a random world | Then, learn how to overcome inertia, and transform goals into reality | Navigate the treacherous boundaries between love and money | Move towards deeper communication, greater honesty, and more courage

Struggling with debt? Frustrated about work? Just not satisfied with life? The Simple Dollar can change your life. Trent Hamm found himself drowning in consumer debt, working in a job he couldn't stand, and figured out how to escape that debt and build the fulfilling career he'd always dreamt about, all at the same time.

How Ham shared his experiences at TheSimpleDollar.com—and built it into one of America's top personal finance websites. Now, The Simple Dollar is a book: packed with practical tips, tools, and lessons you can use to transform your life, too. This isn't just "another" personal finance book: it's profoundly motivating, empowering, practical, and 100% grounded in today's American realities. Trent Hamm will show you how to rewrite the rules, creating healthier relationships with money—and with your loved ones, too. With his help, you can get out of debt, start moving forward, and build the strong personal community that offers true happiness—no matter what happens to the economy. • Escape the plastic prison, and stop running to stand still | 5 simple steps to eliminate credit card debt, and 5 more to start moving forward • Shift your life's balance towards more positive, stronger relationships | Learn how to put the golden rule to work

Empiring Textbooks and Cultural Change in Nordic Education 1536-2020

Affordability of College Textbooks: Textbook Prices Have Risen Significantly in the Last Four Years, but Some Strategies May Help to Control These Costs for Students

Curriculum, Texts, and Pedagogy in the Asia-Pacific

What Our Historic Sites Get Wrong

How One Man Wiped Out His Debts and Achieved the Life of His Dreams

Lies My Teacher Told Me

The Politics of Education and Knowledge in the West

This book analyses the efforts throughout East Asia to deploy education for purposes of political socialization, and in particular in order to shape notions of identity. Written by a group of international education experts chapters discuss the enduring focus on the role of curricula in inculcating homogenous visions of the national self, and indeed homogenized visions of significant 'others'. The book also looks at the alternative approaches to textbook design, including the new trend of common textbook initiatives which operate with the aim of defusing the tensions that mutual representation have tended to fuel. It also breaks new ground in the alysis of East Asia's textbook wars by including contributions from scholars and curriculum developers involved in writing national and multi-national history textbooks.

An introduction to a broad range of topics in deep learning, covering mathematical and conceptual background, deep learning techniques used in industry, and research perspectives. "Written by three experts in the field, Deep Learning is the only comprehensive book on the subject." —Elon Musk, cochair of OpenAI; cofounder and CEO of Tesla and SpaceX Deep learning is a form of machine learning that enables computers to learn from experience and understand the world in terms of a hierarchy of concepts. Because the computer gathers knowledge from experience, there is no need for a human computer operator to formally specify all the knowledge that the computer needs. The hierarchy of concepts allows the computer to learn complicated concepts by building them out of simpler ones; a graph of these hierarchies would be many layers deep. This book introduces a broad range of topics in deep learning. The text offers mathematical and conceptual background, covering relevant concepts in linear algebra, probability theory and information theory, numerical computation, and machine learning. It describes deep learning techniques used by practitioners in industry, including deep feedforward networks, regularization, optimization algorithms, convolutional networks, sequence modeling, and practical methodology; and it surveys such applications as natural language processing, speech recognition, computer vision, online recommendation systems, bioinformatics, and videogames. Finally, the book offers research perspectives, covering such theoretical topics as linear factor models, autoencoders, representation learning, structured probabilistic models, Monte Carlo methods, the partition function, approximate inference, and deep generative models. Deep Learning can be used by undergraduate or graduate students planning careers in either industry or research, and by software engineers who want to begin using deep learning in their products or platforms. A website offers supplementary material for both readers and instructors.

Shortly after the syllabi are posted, and long before the beginning of the term, interlibrary loan departments at academic libraries will have filled or rejected innumerable textbook requests. While it would be unwise if not impossible to buy and circulate every textbook at a college or university, there are many academic libraries who are selectively adding textbooks to their collections. And the practice seems to be gaining momentum. In this volume, the Association for Library Collections and Technical Services (ALCTS) and editor Chris Diaz gather case studies that pull together creative approaches and best practices for print textbook reserve programs. This book discusses such topics as results and analysis from a detailed survey of a state university's core-course textbook reserve program; funding sources for starting or piloting a program; using aggregated enrollment, grade, and textbook cost data to identify "high impact" courses; identifying course-related books that are in the library's collection or fit an existing collection policy; workflow for using bookstore data with ILS and purchasing systems; and using LibGuides and Google Sheets to publicize textbook holdings, and how a back-end database supports discovery for students and reporting for reserves staff. A textbook reserve program can be one way of helping students who are struggling with the high cost of textbooks, and this book spotlights a variety of examples that can be used as models.

The critical analysis of science textbooks is vital in improving teaching and learning at all levels in the subject, and this volume sets out a range of academic perspectives on how that analysis should be done. Each chapter focuses on an aspect of science textbook appraisal, with coverage of everything from theoretical and philosophical underpinnings, methodological issues, and conceptual frameworks for critical analysis, to practical techniques for evaluation. Contributions from many of the most distinguished scholars in the field give this collection its sure-footed contemporary relevance, reflecting the international standards of UNESCO as well as leading research organizations such as the American Association for the

Advancement of Science (whose Project 2061 is an influential waypoint in developing protocols for textbook analysis). Thus the book shows how to gauge aspects of textbooks such as their treatment of controversial issues, graphical depictions, scientific historiography, vocabulary usage, accuracy, and readability. The content also covers broader social themes such as the portrayal of women and minorities. "Despite newer, more active pedagogies, textbooks continue to have a strong presence in classrooms and to embody students' socio-historical inheritance in science. Despite their ubiquitous presence, they have received relatively little on-going empirical study. It is imperative that we understand how textbooks influence science learning. This book presents a welcome and much needed analysis." Tina A. Grotzer Harvard University, Cambridge, Massachusetts, USA The present book provides a much needed survey of the current state of research into science textbooks, and offers a wide range of perspectives to inform the 'science' of writing better science textbooks. Keith S Taber University of

Cambridge, Cambridge, United Kingdom

Laws of the State of Mississippi

Reassessing the Social Studies Curriculum

A Comparison of the Contents of Two Different Editions of a Selected Group of Reading Textbooks

Fundamentals of Nursing

Textbooks and Educational Media: Perspectives from Subject Education

Designing History in East Asian Textbooks

Postwar History Education in Japan and the Germans

This book describes how advances in recording and printing technologies have influenced the research and teaching style of succeeding generations of physicists, chemists, and astronomers, particularly from the boom of spectrum analysis in the 1860s until the advent of quantum mechanics. Seemingly disparate strands such as spectrochemistry and cartography, instrument-design and science education are woven into the rich tapestry of one of the most fascinating and influential research-technologies of the late 19th and early 20th century.

Exploring multimodality in English language teaching textbooks, this book focusses on how language and image are co-deployed within these resources in order to create and convey interpersonal meaning. Presenting cutting-edge research in appraisal studies and multimodal discourse analysis, Yumin Chen uses systemic functional linguistics and social semiotics to investigate how different voices are introduced and aligned inter-modally in textbooks, extending the appraisal systems of engagement and graduation across language and image. The book also demonstrates how linguistic and visual semiotic resources co-instantiate attitude, paying special attention to the attentional dimension of curriculum goals for school students of different ages. Furthermore, it examines how different kinds of coding orientation are deployed in various educational contexts and different constituent genres. Demonstrating how the linguistic and semiotic theories can be adapted to analyze multimodal texts across language and image, Interpersonal Meaning in Multimodal English Textbooks offers new perspectives on how to employ multimodal resources to enhance the teaching and learning of English as a foreign language.

The first part of the book contains documentation of a groundbreaking exhibition held in 2007 on student activities and societal engagements during post-war Singapore 1945Co01965 and transcripts of forums held in conjunction with it. The second half centres on oral history accounts of mostly former Chinese school students who shared about their social, cultural and political activities in complex but exciting times.Education-at-large broadens our understanding of Singapore's educational history in the transitional period between the end of the Second World War and the country's independence, examines the ways in which student activities and activism resonated with, and contributed to, the country's wider social, political and cultural life, as well as the decolonisation process; and stimulates debates about Chinese education and student activism in Singapore.

Our collected work contains mathematics education research papers. Comparative studies of school textbooks cover content selection, compilation style, representation method, design of examples and exercises, mathematics investigation, the use of information technology, and composite difficulty level, to name a few. Other papers included are about representation of basic mathematical thought in school textbooks, a study on the compilation features of elementary school textbooks, and a survey of the effect of using new elementary school textbooks.

Analysing Historical Narratives

Are college textbooks priced fairly?

Lies Across America

equilibrium

A Conversation between Chinese Curriculum and European Didactics

Content, Consumption, Production

Arbitrage and Social Domination

This book constitutes the refereed post-conference proceedings of the 6th European Conference on Information Literacy, ECIL 2018, held in Oulu, Finland, in September 2018. The 59 revised papers included in this volume were carefully reviewed and selected from 241 submissions. The papers cover a wide range of topics in the field of information literacy and focus on information literacy in everyday life. They are organized in the following topical sections: information literacy in different contexts of different ages, information literacy, active citizenship and community engagement; information literacy, health and well-being; workplace information literacy and employability; information literacy research and information literacy in theoretical context; information seeking and information behavior; information literacy for different groups in different cultures and countries; information literacy for different groups in different cultures and countries; information literacy instruction; information literacy and aspects of education; data literacy and research data management; copyright literacy; information literacy and lifelong learning.

Everything Your American History Textbook Got Wrong

English Language Teaching Textbooks

6th European Conference, ECIL 2018, Oulu, Finland, September 24–27, 2018, Revised Selected Papers

The Simple Dollar

Struggles over Difference

Inter- and Intra-cultural Differences in European History Textbooks

An Introduction to Statistical Methods and Data Analysis