

# Revolutions Theoretical Comparative And Historical Studies

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this is the first practical guide to cover the various stages of a history research project from the selection of the topic and the organization and interpretation of source material through to the completion of the written up record whether it is for a dissertation thesis article or indeed full length book historical research deals with the purpose of research and the implications limitations and benefits of different research methods as well as the effective presentation of the finished result

any attempt to improve history education depends on a sound knowledge of its current state as well as of possible alternatives aiming to broaden nationally limited educational discourse this book brings together twelve perspectives on history education research from across europe and america with a focus on empirical research each chapter outlines national as well as disciplinary traditions discusses findings and methodology and generates perspectives for future research thus allowing insight into remarkably rich and diverse academic traditions since the publication of the first edition of this book empirical research on historical thinking and learning has intensified and diversified therefore each chapter was revised and extensively updated for this second edition in order to adequately reflect the ever growing field of research several authors chose to bring on a coauthor for the updated version of their paper additionally a new introduction provides a comparative perspective on the chapters contained in this volume

the 25 contributions to this volume largely reprinted from recent special issues of three information

science journals devoted to historical topics address an array of topics including paul otlet and his successors techniques tools and systems organizations and individuals theoretical issues and literature annotation copyrighted by book news inc portland or

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this book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies the state and nation building as depicted in history school textbooks it focuses on the interpretation of social and political change significant events and examining possible new biases and omissions in school textbooks the europeanization of history textbooks in the eu is an example of western dominated grand narrative of pluralist democracy multiculturalism and human rights according to the canon of a particularly european dimension various public debates in the usa china the russian federation rf japan and elsewhere dealing with understandings of a nation building national identity and history education point out to parallels between the political significance of school history and the history education debates globally the book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals dominant ideologies and content of history textbooks and historical narratives it concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge ideologies and the direction of values education in history textbooks this book provides an easily accessible practical yet scholarly insights into local and global trends in the field of history education and should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

this volume consists of the proceedings of an international conference on cognition and instruction in history the papers cover several areas historical narratives and history teaching the use of texts documents and images in learning history and historical explanation and understanding

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