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Soggetti	Education - Curricula Historiography History - Methodology International education Comparative education Education and state Educational sociology Education - History Curriculum Studies Historiography and Method International and Comparative Education Educational Policy and Politics Sociology of Education History of Education Ensenyament de la història Historiografia Llibres de text Llibres electrònics
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Nota di contenuto

Chapter 1. Discourses of Globalisation, and the Politics of History Textbooks -- Chapter 2. Discourses of the Politics of History Textbooks -- Chapter 3. Historical Thinking and Historical Narratives in School Textbooks in a Global Culture -- Chapter 4. Key Historical Narratives in School Textbooks in the Russian Federation: 1992-2013 -- Chapter 5. Cultivating Historical Understanding and the Use of Critical Discourse Analysis in Historical Narratives -- Chapter 6. Representing the Russian Revolution in Russian history Textbooks -- Chapter 7. Advantages of Teaching Historical Narratives in History Classrooms.

Sommario/riassunto

This book focuses on discourses of the politics of history education and history textbooks. It offers a new insight into understanding of the nexus between ideology, the state, and nation-building, as depicted in history education and school textbooks. It especially focuses on the interpretation of social and political change, significant events, looking for possible biases and omissions, leadership and the contribution of key individuals, and continuities. The book discusses various aspects of historical narratives, and some selected key events in defining identity and nation-building. It considers the role of historiography in dominant historical narratives. It analyses history education, in both local and global settings, and its significance in promoting values education and intercultural and global understanding. It is argued that historical narratives add pedagogies, grounded in constructivist, metacognitive and transformational paradigms, have the power to engage the learner in significant and meaningful learning experiences, informed by multiple discourses of our historical narratives and those of other nations.
