

1. Record Nr.	UNINA9910796823503321
Autore	Denniss Richard
Titolo	Dead right : how neoliberalism ate itself and what comes next / / Richard Denniss
Pubbl/distr/stampa	Carlton, VIC : , : Black Inc. an imprint of Schwartz Publishing Pty Ltd., , 2018
ISBN	1-74382-050-X
Descrizione fisica	1 online resource (109 pages)
Collana	Quarterly Essay ; ; 70
Disciplina	320.513
Soggetti	Neoliberalism - Australia Monetary policy - Australia
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910785268103321
Autore	VanSledright Bruce
Titolo	The challenge of rethinking history education : on practices, theories, and policy // Bruce A. VanSledright
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-136-92301-2 1-136-92302-0 1-282-78106-5 9786612781063 0-203-84484-X
Descrizione fisica	1 online resource (231 p.)
Disciplina	973.0071
Soggetti	History - Study and teaching United States History Study and teaching United States History Study and teaching Case studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Introduction; Chapter 1 Seeking a More Potent Approach to Teaching History; Chapter 2 On the Limits of Collective Memorialization and Persistent Instruction; Chapter 3 The Case of Thomas Becker: Using Knowledge of History as a Domain to Structure Pedagogical Choices; Chapter 4 Learning History: What Do Students Know and What Can They Do with that Knowledge?; Chapter 5 Teaching about Indian Removal: Describing and Unpacking the Investigative Approach; Chapter 6 Assessing Student Learning; Chapter 7 Theorizing Investigative History Teaching Chapter 8 How Are History Teachers to Learn to Teach Using an Investigative Approach?Appendix; Notes; Index
Sommario/riassunto	Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a ""basic"" understanding of the country's history. Pundits seize on these results to argue that not only are students woefully

ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates
