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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

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this is the first book to analyse the different applications and uses of the internet in japan it looks at the development of the internet in japan the online dynamics of japanese language use and net use by specific subcultures

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bringing history teaching into the twenty first century teaching history online is a concise guide to developing and using internet resources in history instruction it offers practical jargon free advice to help the history teacher develop online assignments and provides an informed introduction to the myriad resources and tools available for use in the online classroom beginning with a chapter on the benefits of teaching and studying online john f lyons goes on to address instructors most commonly asked questions and concerns including designing an online class providing online alternatives to the lecture developing a user friendly discussion board conducting assessment and dealing with classroom management issues for historians interested in providing an online element to their traditional face to face classroom teaching the final chapter shows how to develop successful hybrid blended classes an accessible introduction and valuable resource teaching history online includes sample lesson plans examples of online learning tools and suggestions for further reading helping those who use or want to use online resources to create exciting interactive and rewarding learning environments visit the companion website which includes extra reading and resources information at routledge com textbooks 9780415482226

a true exploration of world history this text presents world history through an analysis of eight chronological turning points seen through the prisms of eight different themes origins cities empires religion trade migrations revolutions and technology focusing throughout on three major questions what do we know how do we know it what difference does it make it helps readers make sense of the immensity of human historical experience the most significant activities accomplishments and failures throughout the world from earliest times to the present volumes i and ii cover the following turning points human origins and human cultures 5 million b c e 10 000 b c e the first cities 10 000 b c e 1000 c e empire and imperialism 2300 b c e

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for introductory level courses in world history a true exploration of world history this text presents world history through an analysis of eight chronological turning points seen through the prisms of eight different themes origins cities empires religion trade migrations revolutions and technology focusing throughout on three major questions what do we know how do we know it what difference does it make it helps students make sense of the immensity of human historical experience the most significant activities accomplishments and failures throughout the world from earliest times to the present rich in primary sources both written and visual and in data and interpretation it addresses how historians form debate and revise our historical understanding of the world shows the value of other disciplines in understanding history and helps students begin to assess their own place in the ongoing history of the world

109 ideas for virtual learning reveals the online knowledge venue that today s generation uses to learn while playing along at school to receive promotions diplomas and degrees calling that venue the virtual knowledge ecology judy breck describes the networking of open content for learning online where knowledge is fresher authoritative and more compelling than at school in this book she provides her eyewitness account of the decade long ongoing cascade of what is known by humankind from traditional resources into the internet and explains the network mechanisms that interconnect the knowledge once it gets online breck says the resulting virtual knowledge ecology is causing students worldwide literally to study from the same virtual page the author forewarns readers to expect emerging good news as the virtual

knowledge ecology opens the way for a global golden age of education in which students learn more and teachers are respected professionals breck contends that literacy and learning follow naturally from the internet interfacing what humankind knows a boy or girl s hands can now hold a wireless device mirroring enlightenment from a new virtual venue into his or her mind

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