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this book examines how neoliberalism finds expression in foreign language textbooks moving beyond the usual focus on english pau bori explores the impact of neoliberal ideology on catalan textbooks by comparing catalan textbooks to english textbooks this book interrogates the similarities and differences between a minor and a global language in the age of neoliberalism drawing on insights from critical theory and critical pedagogy this study provides a fresh perspective on foreign language textbooks and second language education more broadly language textbooks in the era of neoliberalism paves the way for new critical perspectives in language education that will challenge the current hegemony of neoliberalism

this book analyzes the basic ideas and premises underlying the english textbooks used at the higher secondary school level in vietnam from the 1980s to the present from a sociological perspective the dataset upon which this book builds consists of a collection of 18 textbooks which belong to five sets of locally developed english textbooks for grade 10 to grade 12 students these series were used in all public schools from the mid 1980s to the present during this period schooling expanded rapidly in vietnam while english also gained increasing prominence within the school system this book examines the curricular content of these textbooks and presents a long term analysis of the hidden curricular content in light of vietnam s recent history and its government s concerns about national identity

this volume investigates ideological and hegemonic practices in globally and locally written english as a foreign language efl textbooks and explores whether these textbooks reflect the values beliefs and norms of the native speaker society by examining their ideological components and the hegemonic practices by means of which the source society or state seeks to influence learners of the language it also attempts to clarify efl teachers and students views on the underlying ideology and hegemonic practices in globally and locally written efl textbooks studies on the relationship between ideology hegemony and textbooks in applied linguistics have become more prevalent in recent decades as the emergence of critical theory critical pedagogy and critical thinking skills from the 1920s onwards has led scholars to adopt a more critical perspective towards efl textbooks especially with regard to elements of ideology and hegemony these two terms encompass a plethora of components ranging from nationalism to religion at the same time the importance of metanarratives originating from the tenets of modernism has declined from the 1960s

onwards the assumption being that the world has entered a new age called postmodernism and post structuralism that emphasizes the role of individuals and rejects efforts to reinforce post colonialism the effects of which can be seen in efl textbooks accordingly taking the elements of ideology and hegemony into account remains a vital aspect in the analysis of efl textbooks

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

this book explores the relationship between the content of chemistry education and the history and philosophy of science hps framework that underlies such education it discusses the need to present an image that reflects how chemistry developed and progresses it proposes that chemistry should be taught the way it is practiced by chemists as a human enterprise at the interface of scientific practice and hps finally it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies the importance of hps has been recognized for the science curriculum since the middle of the 20th century the need for teaching chemistry within a historical context is not difficult to understand as hps is not far below the surface in any science classroom a review of the literature shows that the traditional chemistry classroom curricula and textbooks while dealing with concepts such as law theory model explanation hypothesis observation evidence and idealization generally ignore elements of the history and philosophy of science this book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science professor niaz s book is most welcome coming at a time when there is an urgently felt need to upgrade the teaching of science the book is a huge aid for adding to the usual way presenting science as a series of mere facts also the necessary mandate to show how science is done and how science through its history and philosophy is part of the cultural development of humanity gerald holton mallinckrodt professor of physics professor of history of science harvard university in this stimulating and sophisticated blend of history of chemistry philosophy of science and science pedagogy professor mansoor niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry historians and philosophers of chemistry and above all chemistry teachers will find this book full of valuable and highly usable new ideas alan rocke case western reserve university this book artfully connects chemistry and chemistry education to the human

context in which chemical science is practiced and the historical and philosophical background that illuminates that practice mansoor niaz deftly weaves together historical episodes in the quest for scientific knowledge with the psychology of learning and philosophical reflections on the nature of scientific knowledge and method the result is a compelling case for historically and philosophically informed science education highly recommended harvey siegel university of miami books that analyze the philosophy and history of science in chemistry are quite rare chemistry education and contributions from history and philosophy of science by mansoor niaz is one of the rare books on the history and philosophy of chemistry and their importance in teaching this science the book goes through all the main concepts of chemistry and analyzes the historical and philosophical developments as well as their reflections in textbooks closest to my heart is chapter 6 which is devoted to the chemical bond the glue that holds together all matter in our earth the chapter emphasizes the revolutionary impact of the concept of the covalent bond on the chemical community and the great novelty of the idea that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding the author goes then to describe the emergence of two rival theories that explained the nature of the chemical bond in terms of quantum mechanics these are valence bond vb and molecular orbital mo theories he emphasizes the importance of having rival theories and interpretations in science and its advancement he further argues that this vb mo rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners the author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena this talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom as such mansoor s book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension sason shaik saeree k and louis p fiedler chair in chemistry director the lise meitner minerva center for computational quantum chemistry the hebrew university of jerusalem israel

food information communication and education analyses the role of different media in producing and transforming knowledge about food eating knowledge or knowledge about food and food practice is a central theme of cooking classes the daily press school textbooks social media popular magazines and other media in addition a wide variety of actors have taken on the responsibility of informing and educating the public about food including food producers advertising agencies celebrity chefs teachers food bloggers and government institutions featuring a range of european case studies this interdisciplinary collection advances our understanding of the processes of mediatization circulation and reception of knowledge relating to food within

specific social environments topics covered include popularized knowledge about food carried over from past to present the construction of trustworthy knowledge in today s food risk society critical assessment of nutrition education initiatives for children and political and ideological implications of food information policy and practice

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