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The international handbook on teaching and learning economics is a power packed resource for anyone interested in investing time into the effective improvement of their personal teaching methods and for those who desire to teach students how to think like an economist it sets guidelines for the successful integration of economics into a wide variety of traditional and non traditional settings in college and graduate courses with some attention paid to primary and secondary classrooms the international handbook on teaching and learning economics is highly recommended for all economics instructors and individuals supporting economic education in courses in and outside of the major this handbook provides a multitude of rich resources that make it easy for new and veteran instructors to improve their instruction in ways promising to excite an increasing number of students about learning economics this handbook should be on every instructor's desk and referenced regularly Daniel S. Hamermesh University of Texas at Austin is the author of the delightful short chapters by leaders in the sub fields who are also committed teachers this encyclopedia of how and what in teaching economics covers everything there is nothing else like it and it should be required reading for anyone starting a teaching career and for anyone who has been teaching for fewer than 50 years the international handbook on teaching and learning economics provides a comprehensive resource for instructors and researchers in economics both new and experienced this wide ranging collection is designed to enhance student learning by helping economic educators learn more about course content pedagogic techniques and the scholarship of the teaching enterprise the internationally renowned contributors present an exhaustive compilation of accessible insights into major research in economic education across a wide range of topic areas including pedagogic practice teaching techniques technology use assessment contextual techniques and k 12 practices research findings principles courses measurement factors influencing student performance evaluation and the

scholarship of teaching and learning institutional administrative issues • faculty development the undergraduate and graduate student and international perspectives teaching enhancement initiatives • foundations organizations and workshops grounded in research and covering past and present knowledge as well as future challenges this detailed compendium of economics education will prove an invaluable reference tool for all involved in the teaching of economics graduate students new teachers lecturers faculty researchers chairs deans and directors

this collection of articles examines the fundamental non ideological conceptions and relationships constituting the economic role of government especially in market economies the fundamental concepts include the nature of economic policy and the problem of order in economic affairs

this book examines the role of economic violence violations of economic and social rights corruption and plunder of natural resources within the transitional justice agenda because economic violence often leads to conflict is perpetrated during conflict and continues afterwards as a legacy of conflict a greater focus on economic and social rights issues in the transitional justice context is critical one might add that insofar as transitional justice is increasingly seen as an instrument of peacebuilding rather than a simple political transition focus on economic violence as the crucial root cause is key to preventing relapse into conflict recent increasing attention to economic issues by academics and truth commissions suggest this may be slowly changing and that economic and social rights may represent the next frontier of transitional justice concerns there remain difficult questions that have yet to be worked out at the level of theory policy and practice further scholarship in this regard is both timely and necessary this volume therefore presents an opportunity to fill an important gap the project will bring together new papers by recognized and emerging scholars and policy experts in the field

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first published in 1989 alon kadish s study re examines the standard view held by historians of economic thought whereby economic history emerged from the historicist criticism of neoclassical economic theory he also demonstrates how the discipline evolved as an extension of the study of history the study will appeal to students and scholars in historiography the development of higher education and in the history of economic thought in general as well as all those interested in the evolution of oxford and cambridge

warren nord s thoughtful book tackles an issue of great importance in contemporary america the role of religion in our public schools and universities according to nord public opinion has been excessively polarized by those religious conservatives who would restore religious purposes and practices to public education and by those secular liberals for whom religion is irrelevant to everything in the curriculum while he maintains that public schools and universities must not promote religion he also argues that there are powerful philosophical political moral and constitutional reasons for requiring students to study religion indeed only if religion is included in the curriculum will students receive a truly liberal education one that takes seriously a variety of ways of understanding the human experience intended for a broad audience nord s comprehensive study encompasses american history constitutional law educational theory and practice theology philosophy and ethics it also discusses a number of current controversial issues including multiculturalism moral education creationism academic freedom and the voucher and school choice movements

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