

Dumas, Wayne

# Social studies in West German schools: firsthand...

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# Social Studies In West German Schools Firsthand Perspectives For Educators

**Wayne Dumas, William B. Lee**



## **Social Studies In West German Schools Firsthand Perspectives For Educators:**

**Social Studies in West German Schools** Wayne Dumas, William B. Lee, 1978 The authors describe the process and results of the implementation of a social sciences curriculum in German schools after World War II and compares this curriculum with that of American schools     Education in East and West Germany Val D. Rust, 2018-05-08 Originally published in 1984 This annotated bibliography is a comprehensive record of English language materials which focus on Education in the Federal Republic of Germany FRG and the German Democratic Republic GDR It provides an excellent resource to scholars beginning with a long introductory chapter about the role of education formal and non formal in the two Germanies The socio historical context is presented but also the authors offer discussion of educational research trends The bibliography is structured in useful thematic chapters and within the categories then split into those relating to East and West Germany     Routledge Library Editions: Comparative Education Various, 2021-06-23 Reissuing works originally published between 1962 and 1995 this collection is made up of volumes that examine insights and data from the practises and situation in one country or area when considering educational practice elsewhere Many important educational questions are examined from this international and comparative perspective in these volumes Countries represented here include Russia the Caribbean Latin America Australia and New Zealand China France Japan Israel Italy Germany the United Kingdom and the United States Many of the volumes look at the whole area of comparative education and its methods and theories while one looks at the Unesco literacy program     **Marx and Education in Late Capitalism** R. F. Price, 1986-01-01 The major premise of this book is that efforts to construct a Marxist analysis of education centered on schools and schooling are misdirected Instead the author contends that explorations of education must more importantly focus on the valuable learning experiences that occur outside the classroom Using Marx s own writings as a guide to interpreting past and present events the author explores how education should be conceptualized in order to liberate working people He identifies those aspects of education linked with the specifically capitalist nature of our societies and those that give hope of the cooperative responsible society that Marx anticipated     **Social Studies in Other Nations** Howard D. Mehlinger, Jan L. Tucker, 1979 Discusses teaching social studies in the Federal Republic of Germany Thailand Japan Nigeria England and the United States     **Bulletin - National Council for the Social Studies** National Council for the Social Studies, 1978     **The Social Sciences and International Education** Mario D. Zamora, 1989 The book is published for four reasons 1 to introduce our students to the social sciences 2 to show the importance of the social sciences especially anthropology and geography to international education 3 to give our readers an idea of some of the vital issues confronting non Western societies such as the Philippines and 4 to provide a listing of selected publications in the social sciences Pref     *Bulletin* , 1936     **The Anthropology of Peace** Vivian J. Rohrl, M. E. R. Nicholson, Mario D. Zamora, 1992     **Social Education** Erling Messer Hunt, 1979 Includes section Book reviews     *Bibliographic Guide to Education* , 1979

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**Critical Perspectives on Equity and Social Mobility in Study Abroad** Chris Glass, Peggy Gesing, 2021-07-22 This edited volume brings together the perspectives of a diverse group of international scholars to explore the intersections of study abroad and social mobility In doing so it challenges universalist assumptions and power imbalances implicit in study abroad across the Global North and South and explores the implications of COVID 19 for equity within study abroad programs policy and practice going forward Offering empirical theoretical and conceptual contributions **Critical Perspectives on Equity and Social Mobility in Study Abroad** foregrounds critical reflection on the stratification of access to study abroad and examines the varied outcomes of international study in relation to graduates entry into domestic and international labor markets Focusing on the experiences and outcomes of students from varied backgrounds chapters identify a number of power imbalances relating to student race ethnicity religion local and international policies and politics and put forward valuable recommendations to ensure greater equity within the field Against the backdrop of growing criticism over the power imbalances in international exchange this text will benefit researchers academics and educators with an interest in higher education international and comparative education and multicultural education Those interested in educational policy and the sociology of education more broadly will also benefit from this book [Catalog of Copyright Entries, Fourth Series](#) Library of Congress. Copyright Office, 1978

**The Publishers' Trade List Annual** ,1987

**The British National Bibliography** Arthur James Wells, 1968

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