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This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

Since the advent of democracy in 1994, South Africa has been engaged in an unprecedented exercise of national soul-searching, torn between the need to lay to rest centuries of racial conflict and the desire to come to terms with its traumatic history. This book asks whether the country has begun to turn the corner on the legacy of collective hurt. To do so it ranges in scope across 350 years of South African history, encompassing the struggle against the apartheid regime, the downfall of white supremacy, the Truth and Reconciliation Commission and the first 25 years of democracy, up to more recent

movements, such as #RhodesMustFall, or the inquests into the 2012 Marikana massacre, that point to the persistence of traumatic memory in contemporary society. The authors assembled here set out to analyse the representation of such memory, how it has been woven into narratives, recorded, preserved and questioned, and how issues of individual and collective responsibility have been grafted onto it through the visual arts, literature, political discourse and public action. In focusing on memory along with its derived forms of memorialization, collective memory, nostalgia, or post-memory, our contributors pose a fundamental question: is South Africa finally coming to the end of the post-apartheid transition period? Do the decades of memory work on racial violence and repression examined here hold out hope for the nation to make peace with its past?

Emerging from the pioneering work of the African Association for History Education (AHE-Afrika), *Teaching African History in Schools* offers an original Africa-centred contribution to existing research and debates in the international field of history education.

The focus of this publication is on answering the central research question: How can Human Rights be advanced with regard to different kinds of diversities, and in different educational settings? The publication pays special attention to the advancement of human rights in a variety of education-related contexts, in keeping with human rights as a declared national priority for both society at large and the education system. One strategic priority of the Faculty of Education is research based on market requirements and needs. This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society, public schools and higher education institutions. Adjudication in the education context of the constitutional values of dignity, equality and freedom focusses regularly on learners. The book highlights the value of education for full-fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship.

Grounded in a critical sociocultural approach, this volume examines issues associated with teaching and learning difficult histories in international contexts. Defined as representations of past violence and oppression, difficult histories are contested and can evoke emotional, often painful, responses in the present. Teaching and learning these histories is contentious yet necessary for increased dialogue within conflict-ridden societies, reconciliation in post-conflict societies, and greater social cohesion in long-standing democratic nations. Focusing on locations and populations across the globe, chapter authors investigate how key themes—including culture, identity, collective memory, emotion, and multi-perspectivity, historical consciousness, distance, and amnesia—inform the teaching and learning of difficult histories.

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An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Originally planned as a fact-based book on the pre-colonial history of the Eastern Cape in the true tradition of history, this ground-breaking book focuses on epistemological and foundational questions about the writing of history and whose history counts. *Whose History Counts* challenges the very concept of 'pre-colonial' and explores methodologies on researching and writing history. The reason for this dramatic change of focus is attributed in the introduction of the book to the student-led rebellion that erupted following the #RhodesMustFall campaign which started at the University of Cape Town on 9 March 2015. Key to the rebellion was the students' opposition to what they dubbed 'colonial' education and a clamour for, among others, a 'decolonised curriculum'. This book is a direct response to this clarion call.

This book informs an international audience of teachers, scholars and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world. The book represents an important contribution to learning progressions research and practice. The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography. The book compares educational systems and how teachers and curriculum developers use the concept of "learning progression" to guide educational practices. As an approach to educational research, learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards. The book analyzes the general conditions of learning progressions within the context of a globalized world. Important themes are addressed such as: knowledge acquisition in formal education; measuring learning progressions in informal settings; learning progressions for one curriculum standard or several standards; conditions to assess progression in the learning of facts, concepts, and skills; and multiple pathways for understanding or learning geography. The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries. The book appeals to K-12 teachers, school administrators, policymakers, researchers in geography education, professors and lecturers at universities around the world.

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