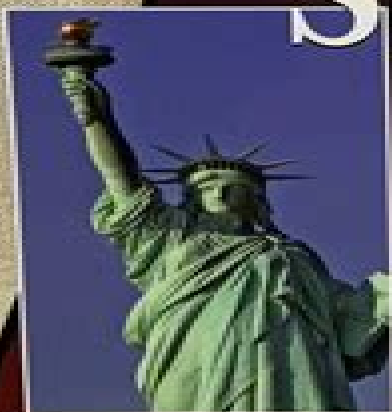


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religion nationalism and colonialism on the development of archaeology **Connecting Science Education with Cultural Heritage** Gultekin Cakmakci, Mehmet Fatih Tasar, 2025-06-04 This edited volume presents groundbreaking research in science education focusing on the intersection of science and cultural heritage Showcasing 23 high quality studies it draws from presentations at the 15th Biennial ESERA Conference held in Cappadocia Turkey organized by Hacettepe University Gazi University and Nevşehir Hacı Bektaş Veli University Under the theme Connecting Science Education with Cultural Heritage the chapters offer fresh perspectives on advancing science education literature from diverse viewpoints With contributions spanning continents this book delivers an exceptional collection of international studies featuring original and rigorous methodologies Scholars and researchers in science education will find this compilation an invaluable resource making it a vital addition to academic libraries worldwide *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1979 *Community and Heritage Languages Schools Transforming Education* Ken Cruickshank, Joseph Lo Bianco, Merryl Wahlin, 2023-11-14 This edited book offers a new look at community and heritage languages schools around the world providing a comprehensive and nuanced portrait of language education and cultural understanding in and beyond school contexts Covering research and practice the contributors survey the global landscape of community and heritage language schools and explore new developments in the field to understand the challenges the schools face and discuss the impact they have on their students and surrounding communities Chapters address key topics including language development academic achievement professional development learner identity and agency online learning and teaching disruptions Contributors highlight learners voices throughout with special attention to overlooked minority language communities and Indigenous voices Through this wealth of thorough and insightful analysis the contributors of this book position students of community heritage languages schools as citizens of a plurilingual world who are central to global change Abounding with original research innovative ideas and cutting edge teaching practices this book is ideal for courses on multilingualism and language and culture Outcomes of University Spanish Heritage Language Instruction in the United States Melissa A. Bowles, 2022 Outcomes of University Spanish Heritage Language Instruction in the United States addresses for the first time how receiving heritage classroom instruction affects Spanish speakers on multiple levels including linguistic affective social and academic outcomes Scholars and educators alike will benefit from this volume's rich insights **The Routledge Handbook of Spanish as a Heritage Language** Kim Potowski, 2018-05-11 The Routledge Handbook of Spanish as a Heritage Language brings together contributions from leading linguists educators and Latino Studies scholars involved in teaching and working with Spanish heritage language speakers This state of the art overview covers a range of topics within five broad areas Spanish in U S public life Spanish heritage language use and systems educational contexts Latino studies perspectives and Spanish outside the U S The Routledge Handbook of Spanish as a Heritage Language addresses for the first time the linguistic educational and social aspects of heritage Spanish speakers in

one volume making it an indispensable reference for anyone working with Spanish as a heritage language **Language and Power** John L Watzke, Paul Chamness Miller, Miguel Mantero, 2022-01-01 The International Society for Language Studies ISLS introduces its second volume in the series Readings in Language Studies with Language and Power a text that represents international perspectives on power and bilingualism identity in professions media the learner and pedagogy Founded in 2002 ISLS is a world wide organization of volunteers scholars and practitioners committed to critical interdisciplinary and emergent approaches to language studies *Hands-On Social Studies for Ontario, Grade 1* Jennifer E. Lawson, 2021-06-30 Filled with a year's worth of classroom tested hands on minds on activities this resource conveniently includes everything both teachers and students need The grade 1 book is divided into two units Our Changing Roles and Responsibilities The Local Community STAND OUT FEATURES focuses on the goals of the Ontario Social Studies curriculum adheres to the Growing Success document for assessment evaluating and reporting in Ontario schools builds understanding of Indigenous knowledge and perspectives TIME SAVING COST EFFECTIVE FEATURES includes the five components of the inquiry model opportunities for self reflection and activating prior knowledge authentic assessment for as and of learning social studies thinking concepts guided inquiry questions and learning goals support for developing historical thinking skills access to digital image banks and digital reproducibles Find download instructions in the Appendix of the book Teaching Chinese in the Anglophone World Danping Wang, Martin East, 2023-07-30 This volume offers a comprehensive overview of Chinese language teaching in New Zealand in light of the declining interest in foreign language learning in Anglophone countries While existing scholarly works have discussed Chinese language education in other Anglophone countries this book is the first to provide an in depth examination of the landscape of Chinese language teaching in contemporary multicultural New Zealand featuring insights from leading experts The book consists of 21 chapters written by 29 contributors including research students experienced teachers and leading scholars in every educational sector from preschool to university and from mainstream education to community schools As the first volume to focus on this subject the book provides both historical perspectives and multilevel analyses of critical milestones based on the latest data policy changes and politico economic conditions shaping the future direction of Chinese language education in New Zealand Its purpose is to offer insights and an overview of the New Zealand case that can help policymakers programme leaders researchers teachers and learners in the Anglophone world and beyond to better respond to the rapidly changing and challenging environments they face In addition to the Foreword by Patricia Duff and the Epilogue the book is a valuable resource for anyone interested in Chinese language education in New Zealand and serves as a catalyst for further discussion and research on this topic Chapters Teaching Chinese in the Anglophone World An Overview of the New Zealand Case Chinese as a Heritage Language in New Zealand A Historical Overview and The Teaching of Mandarin Chinese in New Zealand's Schools Where Have We Come From Where Are We Now Where Are We Going are available open access under a Creative Commons Attribution 4.0

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Learning and Not Learning in the Heritage Language Classroom

Kimberly Adilia Helmer, 2020-02-13 *Learning and Not Learning in the Heritage Language Classroom* a critical ethnography describes the first year of a teacher founded charter high school and presents a case study of compulsory Spanish heritage language instruction with two Spanish language teachers one English dominant and the other Spanish dominant The study follows the same cohort of Mexican origin students to their humanities English class bringing into focus what works and what does not with this group of learners Unlike many Spanish heritage language studies the students in this book did not choose to take part in Spanish class and thus provide unusually raw feedback on their teachers and classes The engagement and resistance of these students suggests pedagogical directions for engaging Spanish heritage language learners The book will be of interest to scholars administrators students and teachers involved in the delivery and assessment of heritage language classes

Second Language and Heritage Learners in Mixed Classrooms Patricia Bayona, Elena

García-Martín, 2022-11-29 This book addresses the complexity of mixed language classroom learning environments in which heritage learners HL and second language L2 learners are concurrently exposed to language learning in the same physical space Heritage speakers defined widely as those exposed to the target language at home from an early age tend to display higher oral proficiency and increased intercultural proficiency but lesser metalinguistic and grammatical awareness than L2 learners The theoretical and pedagogical challenges of engaging both types of learners simultaneously without polarizing the classroom community dictates the need for well defined differentiated learning strategies in response this book offers best practices and reproducible pedagogical initiatives and methodologies for different levels of instruction The chapters address themes including translanguaging linguistic identity metalinguistic awareness and intercultural competence with contributions from Europe Africa and the United States

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