

Nieuw Nederlands Havo 1 3 Slo

In Uit de marge buigen 29 letterkundigen, historici, filosofen en een jurist zich over fenomenen in de kantlijn van de cultuurgeschiedenis: van Olympische kunstspelen tot een zombie-serial, van negentiende-eeuwse dagbladfeuilletons tot naoorlogse paperbackreeksen, van lesbische romanpersonages tot toneelschuwendende gemeentebestuurders en van krantencolumns tot Sinterklaasgedichten. Leidmotieven zijn de spanning tussen high, middle en lowbrow, de argwaan jegens bestsellers, het grillige verloop van reputaties en de tijdloosheid van de culturele omnivoor. De bijdragen zijn geïnspireerd door Erica van Bovens pleidooi voor onderzoek naar populaire cultuuruitingen en vormen samen een kleine geschiedenis van de smaak van het brede publiek. Bijdragen over de geschiedenis van de neerlandistiek en de diverse specialismen daarbinnen.

Bibliotheekleven

Dictionary Catalog of the Research Libraries of the New York Public Library, 1911-1971

Brinkman's cumulatieve catalogus van boeken

Aangevuld met de bibliografie van de friese taal- en literatuurwetenschap.

With 1901/1910-1956/1960 Repertorium is bound: Brinkman's Titel-catalogus van de gedurende 1901/1910-1956/1960 (Title varies slightly). twee eeuwen neerlandistiek

Nieuwsblad voor de boekhandel

Brinkman's Cumulatieve catalogus van boeken die in Nederland en vlaanderen zijn uitgegeven of herdrukte

Het Nieuwe Theaterleren Een Veldonderzoek Naar de Rol Van Theater Binnen Culturele en Kunstzinnige Vorming Op Havo en Vwo Amsterdam University Press

De Kampioen is the magazine of The Royal Dutch Touring Club ANWB in The Netherlands. It's published 10 times a year with a circulation of approximately 3,5 million copies.

De Kampioen

Kanttekeningen bij de cultuurhistorische canon

This book brings together research and theory about 'New Learning', the term we use for new learning outcomes, new kinds of learning processes and new instructional methods that are both wanted by society and stressed in psychological theory in many countries at present. It describes and illustrates the differences as well as the modern versions of the traditional innovative ideas.

A variety of productions and representations of Canadian identities are the central theme that runs through this book. The different contributions explore imagined spaces by considering Canadian music, poetry and novels; they engage with political space by addressing various ways in which the people of Canada have made claims to different regions in the distant and recent past; and they address lived spaces, and their actual and symbolic meanings. It is an unusual book as it encompasses the writings by those studying the arts and literature as well as writings by social scientists, and it includes both English and French-speaking scholars. The richness that can be found in this multitude of perspectives and approaches to exploring Canadian space is characteristic of the way in which Canadian Studies is practiced nowadays. It is therefore an appropriate volume to celebrate 20 years of Canadian Studies in the Netherlands.

Re-Exploring Canadian Space. Redécouvrir L Espace Canadien

Het Nieuwe Theaterleren

Brinkman's catalogus van boeken en tijdschriften

As educators in the United States and Europe develop national history standards for K-12 students, the question of what to do with national history canons is a subject of growing concern. Should national canons still be the foundation for the teaching of history? Do national canons develop citizenship or should they be modified to accommodate the new realities of globalization? Or should they even be discarded outright? These questions become blurred by the debates over preserving national heritages, by so-called 'history wars' or 'culture wars,' and by debates over which pedagogical frameworks to use. These canon and pedagogical debates often overlap, creating even more confusion. A misconceived "skills vs. content" debate often results. Teaching students to think chronologically and historically is not the same as teaching a national heritage or a cosmopolitan outlook. But what exactly is the difference? Policy-makers and opinion leaders often confuse the pedagogical desirability of using a 'framework' for studying history with their own efforts to reaffirm the centrality of national identity rooted in a vision of their nation's history as a way of inculcating citizenship and patriotism. These are the issues discussed in this volume." Today's students are citizens of the world and must be taught to think in global, supranational terms. At the same time, the traditionalists have a point when they argue that the ideal of the nation-state is the cultural glue that has traditionally held society together, and that social cohesion depends on creating and inculcating a common national culture in the schools. From an educational perspective, the problem is how to teach chronological thinking at all. How are we to reconcile the social, political and intellectual realities of a globalizing world with the continuing need for individuals to function locally as citizens of a nation-state, who share a

common past, a common culture, and a common political destiny? Is it a duty of history education to create a frame of reference, and if so, what kind of frame of reference should this be? How does frame-of-reference knowledge relate to canonical knowledge and the body of knowledge of history as a whole?

This book offers 150 12-lead ECGs and rhythm strips, each with a clinical case history and question. The full ECG is reproduced and a study of it with the case history should be enough to give an answer. On the back the case is examined, with a description of the main features of the ECG along with a clinical interpretation and a "what to do" section. The cases are graded in difficulty. The unique page size allows presentation of all 12-lead ECGs across a single page for clarity. Several of the cases incorporate chest X-rays and coronary angiograms illustrating the appearances that are associated with various cardiac conditions. All the cases are graded in difficulty and are cross-referenced to the new editions of ECG Made Easy and ECG in Practice for further information. For this Fourth Edition over 30 new ECGs have been included, mainly to provide clearer examples, though the book deliberately retains some technically poor records to maintain a 'real-world' perspective.

The Problem of the Canon and the Future of Teaching History

Een Veldonderzoek Naar de Rol Van Theater Binnen Culturele en Kunstzinnige Vorming Op Havo en Vwo

National History Standards

Praktisch handboek met lessuggesties voor leerkrachten in het voortgezet onderwijs die hun leerlingen willen leren om opgedane kennis actief in de praktijk toe te passen.

Voorts een alfabetische lijst van Nederlandsche boeken in België uitgegeven.

Kennis als gereedschap - Activerend leren. Activerende didactiek volgens Kag-Al

Eene bedenkelijke nieuwigheid

Papers of the Anéla 2012 Applied Linguistics Conference

Summary: Sinds de introductie in 1999 van het schoolvak Culturele Kunstzinnige Vorming (ckv) maken de theatrale podiumkunsten een belangrijk onderdeel uit van cultuureducatie in de bovenbouw van het voortgezet onderwijs. Omdat binnen ckv de receptieve cultuureducatie centraal staat, trekken leerlingen er massaal op uit om culturele activiteiten te ondernemen. Theaterbezoek is vanaf het begin populair. Hierdoor kregen aan de ene kant docenten te maken met een voor het onderwijs tamelijk nieuwe kunstdiscipline; aan de andere kant kregen theaters en theatergezelschappen er een publieksgroep bij, die nog niet zo goed in het Nederlandse theaterwereldje was ingevoerd. In deze studie wordt het veld waar theater en onderwijs elkaar in het kader van CKV ontmoeten, onder de loep genomen.

A Cumulative Author List Representing Library of Congress Printed Cards and Titles Reported by Other American Libraries

Levende Talen

Boekblad