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The Politics of Education Reform in the Middle East *Educational Sector, Reforms, Curricula and Textbooks in Selected MENA Countries* **UNESCO Guidebook on Textbook Research and Textbook Revision** **Explorations of Chinese Moral Education Curriculum and Textbooks** *School Mathematics Curricula* **Studied Ignorance** *Reassessing the Social Studies Curriculum* *Comparative Perspectives on School Textbooks* *Nationhood and Politicization of History in School Textbooks* *History in Mathematics Education* *Islamic Religious Education in Europe* *The Arab-Israeli Conflict in Israeli History Textbooks, 1948-2000* *Current Issues in School Leadership* *China's English Curriculum Review* *Teaching and Learning for the Twenty-First Century* *Disaster risk reduction in school curricula: case studies from thirty countries* *The Integration of Media Into the Curriculum* *Learning That Transfers* *The Social Studies Curriculum* **Concept-Based Curriculum and Instruction for the Thinking Classroom** *Inter- and Intracultural Differences in European History Textbooks* *Transformative Pedagogic Practice* **Knowledge and the Future School** *Australian Curriculum Science - Year 5 - ages 10-11 years* **The Learner-Centered Curriculum** **Australian Curriculum English History for the Australian Curriculum Year 9** *Planning Environmental Communication and Education* **Every Book is a Social Studies Book** **National Curriculum Maths Practice Book for Year 4** *Demokratie heute - Sozialkunde* *The New Politics of the Textbook* *Data Literacy for Educators* **A Sensory Curriculum for Very Special People** **The Primary Curriculum** *Practising Gender Analysis in Education* *Connecting the Library to the Curriculum* **Curriculum Essentials** *Discourses of Globalisation, and the Politics of History* *School Textbooks*

Transformative Pedagogic Practice Dec 14 2020 This book explores how the transnational Education for Sustainable Development (ESD) policy is being translated into formal school education in India. Stephanie Leder investigates the ESD's transformative potential for pedagogic practice and builds a set of principles for how the global objectives of the ESD can be interpreted in diverse socio-cultural contexts. Her approach for transformative pedagogic practice emphasizes the promotion of a critical consciousness through argumentation skills. Using the case of water conflicts in geography education in India, the book reveals the contradictions between ESD objectives and curricula, syllabi, textbooks and classroom teaching at secondary schools in Pune, Maharashtra. Leder's approach demonstrates how principles of schooling can be altered towards learner-centered, problem-posing and network-thinking teaching approaches to empower students towards reflective decision-making on the sustainable use of natural resources.

Australian Curriculum Science - Year 5 - ages 10-11 years Oct 12 2020 "Australian curriculum science-foundation to year 7 is a series of books written specifically to support the national curriculum. Science literary texts introduce concepts and are supported by practical hands-on activities, predominately experiments."--Foreword.

The Politics of Education Reform in the Middle East Nov 05 2022 Education systems and textbooks in selected countries of the Middle East are increasingly the subject of debate. This volume presents and analyzes the major trends as well as the scope and the limits of education reform initiatives undertaken in recent years. In curricula and teaching materials, representations of the "Self" and the "Other" offer insights into the contemporary dynamics of identity politics. By building on a network of scholars working in various countries in the Middle East itself, this book aims to contribute to the evolution of a field of comparative education studies in this region.

National Curriculum Maths Practice Book for Year 4 Apr 05 2020 This book can help your child by providing a whole year of ready to go activities and support on key Mathematics topics which will be being taught in school from 2014. Did you know that children in Year 4 now need to; count backwards through zero to include negative numbers; know all tables facts up to 12 x 12; convert between different units of measure (for example, kilometre to metre.)? * Workbooks for home learning * Linked directly to what your children will be learning in school * A linked website provides additional activities, answers and support for parents * Developed by teachers to ensure the best possible support for the new 2014 National Curriculum.

Practising Gender Analysis in Education Sep 30 2019 This companion applies the Harvard framework, women's empowerment approach, gender analysis matrix and social relations approach to analysis of a variety of educational contexts, including national education policies and projects, schools, colleges, ministries, teaching and learning materials, and school and teacher training curricula.

Studied Ignorance May 31 2022 Under the definition of "failure" specified in the No Child Left Behind Act, more than 80 percent of American schools could currently be labeled as failing, while the quality of American education overall and our students' performance continue to rank unfavorably against international competition. This book

examines the crisis in American education and identifies how weaknesses in textbooks, teaching, and testing have created the crisis facing American education--a topic that dramatically affects students, teachers, and parents. Author Herbert N. Foerstel exposes the textbook "wars" that began a century ago and rage on with even more venom today. His book traces the legal basis for curricular censorship that dates back 75 years; identifies the bizarre process by which shoddy textbooks have been written, published, and come to be widely accepted; and documents the disastrous effect that reliance on these materials has had on the curriculum. Foerstel also supplies a careful assessment of the current political debate over education reform and of the proposed solutions to these problems.

Curriculum Essentials Jul 29 2019 A brief and invitingly priced text, *Curriculum Essentials, Second Edition*, serves as an excellent resource and guide to help pre-service teachers learn everything they need to know about (K-12) curriculum development.

Concept-Based Curriculum and Instruction for the Thinking Classroom Feb 13 2021

UNESCO Guidebook on Textbook Research and Textbook Revision Sep 03 2022

Islamic Religious Education in Europe Dec 26 2021 Against the backdrop of labour migration and the ongoing refugee crisis, the ways in which Islam is taught and engaged with in educational settings has become a major topic of contention in Europe. Recognising the need for academic engagement around the challenges and benefits of effective Islamic Religious Education (IRE), this volume offers a comparative study of curricula, teaching materials, and teacher education in fourteen European countries, and in doing so, explores local, national, and international complexities of contemporary IRE. Considering the ways in which Islam is taught and represented in state schools, public Islamic schools, and non-confessional classes, Part One of this volume includes chapters which survey the varying degrees to which fourteen European States have adopted IRE into curricula, and considers the impacts of varied teaching models on Muslim populations. Moving beyond individual countries' approaches to IRE, chapters in Part Two offer multi-disciplinary perspectives – from the hermeneutical-critical to the postcolonial – to address challenges posed by religious teachings on issues such as feminism, human rights, and citizenship, and the ways these are approached in European settings. Given its multi-faceted approach, this book will be an indispensable resource for postgraduate students, scholars, stakeholders and policymakers working at the intersections of religion, education and policy on religious education.

School Mathematics Curricula Jul 01 2022 This book sheds light on school mathematics curricula in Asian countries, including their design and the recent reforms that have been initiated. By discussing and analyzing various problematic aspects of curriculum development and implementation in a number of East and South Asian countries and offering insights into these countries' unique approaches to supplementing school mathematics curricula, it contributes to shaping effective policies for implementation, assessment and monitoring of curricula. The book covers a wide range of issues: curriculum design, localization of curricula, directions of curricular reforms, mathematics textbooks, assessment within the curriculum and teachers' professional development, which are of interest to a wide international audience.

Knowledge and the Future School Nov 12 2020 Written at a time of uncertainty about the implications of the English government's curriculum policies, *Knowledge and the Future School* engages with the debate between the government and large sections of the educational community. It provides a forward-looking framework for head teachers, their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum. While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3. They link Future 3 to the idea of 'powerful knowledge' for all pupils as a curriculum principle for any school, arguing that the question of knowledge is intimately linked to the issue of social justice and that access to 'powerful knowledge' is a necessary component of the education of all pupils. *Knowledge and the Future School* offers a new way of thinking about the problems that head teachers, their staff and curriculum designers face. In charting a course for schools that goes beyond current debates, it also provides a perspective that policy makers should not avoid.

Educational Sector, Reforms, Curricula and Textbooks in Selected MENA Countries Oct 04 2022

China's English Sep 22 2021 This book traces the history of English education in the People's Republic of China from 1949 to the present day. It uses the junior secondary school curriculum as the means to examine how English curriculum developers and textbook writers have confronted the shifting ambiguities and dilemmas over five distinct historical periods. The study of the processes of curriculum development and the products such as syllabi and textbooks offers insights into the construction of an 'official' English, as well as what was considered as acceptable content in English. This book addresses fundamental and significant questions concerning the English promoted in China, namely its characteristics; its changes over time and explanations for such changes; and the kind of content that has been viewed as appropriate for textbooks. To investigate these issues, the analysis draws on qualitative and quantitative data, such as interviews with principal stakeholders and analysis of the syllabus and recommended textbooks. Specifically, it looks at the choice and organization of linguistic components, and the orientation and messages of the curriculum. "Language education in China during the second half of the twentieth century might arguably be called the world's largest language engineering project. In this comprehensive study, Dr Adamson

examines a part of that project by charting the twists and turns of English language education from the pre-revolutionary period to the present. He successfully illustrates how tensions in China's massive educational system are negotiated from center to periphery, how textbook writers adapt to the socio-political mandates of their time to construct formal school curricula. Adamson also raises significant questions regarding the contradictions inherent in Chinese globalization." —Heidi Ross, Professor, Department of Educational Leadership and Policy Studies, School of Education, Indiana University at Bloomington "Bob Adamson has provided in this book one of the first detailed studies published in English of the history of a school subject in the PRC. The study provides fascinating insights into the changing nature of the English curriculum, the shifting socio-political context of the PRC and their complex inter-relationships." —Paul Morris, President, The Hong Kong Institute of Education "The learning of English is a crucial aspect of China's opening up to the world and increasingly prominent global role. This welcome volume provides an in-depth historical perspective on this important subject, including the recent periods of modernization (1978–1993) and globalization (1993 to the present). It should be compelling reading for all those involved with contemporary China across a wide spectrum of areas." —Ruth Hayhoe, University of Toronto; President Emerita, The Hong Kong Institute of Education

The Integration of Media Into the Curriculum May 19 2021

Disaster risk reduction in school curricula: case studies from thirty countries Jun 19 2021

Nationhood and Politicization of History in School Textbooks Feb 25 2022 This book explores how school history textbooks are used to perpetuate nationalistic policies within divided regions. Exploring the 'divide and rule' politics across ex-Yugoslav successor states, the editors and contributors draw upon a wide range of case studies from across the region. Textbooks and other educational media provide the foundations upon which the new generation build understanding about their own context and the events that are creating their present. By promoting nationalistic politics in such media, textbooks themselves can be used as tools to further promote and preserve ongoing hostility between ethnic groups following periods of conflict. This edited collection will appeal to scholars of educational media, history education and post-conflict societies.

Current Issues in School Leadership Oct 24 2021 *Current Issues in School Leadership* examines controversies about, and affecting, school practices. Focusing on two essential questions--what is important to today's school leaders? and what is interfering with schooling processes?--it includes chapters by a broad range of authors, with expertise on their specific topic. The text is organized in three sections: *Social and Political Issues; *Curriculum and Learning Issues; and *Organization and Management Issues. The goal of this text--designed for school leadership, educational administration, and foundations of education courses--is to challenge readers to think carefully and critically about each of the issues presented, leading to positive action and leadership.

Data Literacy for Educators Jan 03 2020 Data literacy has become an essential skill set for teachers as education becomes more of an evidence-based profession. Teachers in all stages of professional growth need to learn how to use data effectively and responsibly to inform their teaching practices. This groundbreaking resource describes data literacy for teaching, emphasizing the important relationship between data knowledge and skills and disciplinary and pedagogical content knowledge. Case studies of emerging programs in schools of education are used to illustrate the key components needed to integrate data-driven decisionmaking into the teaching curricula. The book offers a clear path for change while also addressing the inherent complexities associated with change. *Data Literacy for Educators* provides concrete strategies for schools of education, professional developers, and school districts.

A Sensory Curriculum for Very Special People Dec 02 2019 This uniquely valuable book arose from the author's work with profoundly disabled children in a special needs school. The sensory impairment of the children meant that they were unable to learn from traditional teaching methods as they were unaware of the world around them. Our very first awareness of our surroundings and ourselves come through our senses of smell, touch, taste, sight, hearing and movement, and without them we are isolated. To benefit from the normal school curriculum, children with sensory impairment must learn to develop each of their senses, individually and in combination - a process the non-handicapped child goes through spontaneously and unconsciously. This book outlines a curriculum for each of the senses in turn, using stimuli that can be varied to suit the age of the child or young person. Demonstrating how these can be combined to create a multisensory experience and how this newly developed awareness can be integrated into the rest of the school curriculum. This book was developed from the author's work with profoundly disabled children, their sensory impairment meant that traditional teaching was unsuccessful as they were unaware of the world around them. Flo Longhorn sets out a curriculum for developing each sense, both individually and in combination, using stimuli that can be varied according to the age of the child. This book shows how these techniques can be amalgamated to create multisensory experiences and how this new awareness can be integrated into the rest of the school curriculum. Designed for teachers, and parents, of children with profound multiple disabilities combined with sensory and physical impairment this has become a classic work.

Explorations of Chinese Moral Education Curriculum and Textbooks Aug 02 2022 This book shares with English readers Chinese theoretical and practical explorations of moral education curriculum for primary schools within the basic education curriculum reform project since 2001. The book expounds this moral education curriculum reform and focuses on three main ideas: The curriculum's aim is to enrich children's experiences and reflect their own lives; the curriculum's content is originated from children's lives; the curriculum's structure is developed from

children's learning approach in their morality and social study. In this book, light is also shed on how to construct moral education textbooks, direct moral instruction, and moral teacher identity in the perspective of moral learning; how to knit law education and Chinese traditional culture education in moral curriculum. This is the first comprehensive book focusing on Chinese moral education curriculum reform. It will appeal to researchers, research students, and writers of moral education textbooks. It is also suitable for teacher training programs to help future teachers learn about moral education curriculum and help them effectively design and organize it for children's morality study.

The Social Studies Curriculum Mar 17 2021 This updated third edition contains new chapters on important issues—including race, gender, sexuality, and multiculturalism—affecting social studies education.

The Learner-Centered Curriculum Sep 10 2020 THE LEARNER-CENTERED CURRICULUM “If an institution is to be truly learner-centered, all processes and practices need to be learner-centered, and the curriculum is no exception.”—From the Preface The Learner-Centered Curriculum is for educators and administrators who envision an educational environment that produces students who are creative and autonomous learners. By encouraging an appreciation and adoption of learner-centered practices, educators can transform their curricula to become more focused on the learner. The book presents a framework for curriculum design based on learner-centered principles while at the same time offering technical advice on implementation as well as the strategic use of assessment, technology, and physical spaces to support innovative design. The authors include several examples of existing curricula that illustrate their framework in practice. Throughout the book, they emphasize the need for assessment, both formative and summative, stressing the point that assessment is an effective driver of change. The book includes a wide variety of options both for individual classroom practice and for programmatic assessment. The Learner-Centered Curriculum explores the current technology and tools available to educators that can support learner-centered practices and foster autonomous learning and demonstrates how technology can assist in removing some of the obstacles to achieving a learner-centered design. In addition, the authors explain the importance of physical spaces in relation to learner-centered curricular design and show how to tie renovation to curricular implementation to foster incentive to innovate and provide a physical manifestation of learner-centered principles.

Learning That Transfers Apr 17 2021 How do you prepare your students for a future that you can't see? And how do you do it without exhausting yourself? Teachers need a framework that allows them to keep pace with our rapidly changing world without having to overhaul everything they do. Learning That Transfers empowers teachers and curriculum designers alike to harness the critical concepts of traditional disciplines while building students' capacity to navigate, interpret, and transfer their learning to solve novel and complex modern problems. Using a backwards design approach, this hands-on guide walks teachers step-by-step through the process of identifying curricular goals, establishing assessment targets, and planning curriculum and instruction that facilitates the transfer of learning to new and challenging situations. Key features include: Thinking prompts to spur reflection and inform curricular planning and design Next-day strategies that offer tips for practical, immediate action in the classroom Design steps that outline critical moments in creating curriculum for learning that transfers Links to case studies, discipline-specific examples, and podcast interviews with educators A companion website that hosts templates, planning guides, and flexible options for adapting current curriculum documents Using a framework that combines standards and the best available research on how we learn, design curriculum and instruction that prepares your students to meet the challenges of an uncertain future, while addressing the unique needs of your school community.

Comparative Perspectives on School Textbooks Mar 29 2022 This book examines the discourses on nation-building, civic identity, minorities, and the formation of religious identities in school textbooks worldwide. It offers up-to-date, practical, and scholarly information on qualitative and mixed-method textbook analysis, as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries. The volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social, political, and economic groups affect textbook production and the curricular aims in different educational systems worldwide. Chapters address the role of school textbooks in developing nationhood, the creation of citizenship through school textbooks, the complexity of gender in normative discourses, and the intersection of religion and culture in school textbooks.

History in Mathematics Education Jan 27 2022 This ground-breaking book investigates how the learning and teaching of mathematics can be improved through integrating the history of mathematics into all aspects of mathematics education: lessons, homework, texts, lectures, projects, assessment, and curricula. It draws upon evidence from the experience of teachers as well as national curricula, textbooks, teacher education practices, and research perspectives across the world. It includes a 300-item annotated bibliography of recent work in the field in eight languages.

History for the Australian Curriculum Year 9 Jul 09 2020 Written by Australia's leading history educators, History for the Australian Curriculum is a comprehensive and compelling series for Years 7-10 that caters for the different learning styles and abilities in Australian classrooms without sacrificing the depth and quality of content needed to successfully understand historical concepts and skills. This series encourages you to pose questions, analyse

sources and use evidence to illuminate and enrich your understanding of the past. Using this inquiry framework, you develop historical knowledge and understanding, explore key concepts and apply essential skills as you study the societies, events, movements and developments that have shaped world history. A suite of innovative and flexible print and digital resources are available for each year level and can be combined in a number of ways to suit the needs of your school and your students: Print textbook; Print workbook; PDF textbook; Electronic workbook; Interactive Textbook; Teacher Resource Package.

Demokratie heute - Sozialkunde Mar 05 2020

Australian Curriculum English Aug 10 2020 "[A] series of seven teacher resource books that support teaching and learning activities in Australian Curriculum English"--foreword.

Reassessing the Social Studies Curriculum Apr 29 2022 The terrorist attacks of September 11, 2001 dramatically changed many aspects of American society, and the ramifications of that horrific event are still impacting the domestic and foreign policies of the United States. Yet, fifteen years after 9/11—an event that was predicted to change the scope of public education in the United States—we find that the social studies curriculum remains virtually the same as before the attacks. For a discipline charged with developing informed citizens prepared to enter a global economy, such curricular stagnation makes little sense. This book, which contains chapters from many leading scholars within the field of social studies education, both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post-9/11 global society in which their students live.

Curriculum Review Aug 22 2021

The New Politics of the Textbook Feb 02 2020 The contributors of this volume and its partner (*The New Politics of the Textbook: Problematizing the Portrayal of Marginalized Groups in Textbooks*) guide educators, school administrators, academics, and other concerned citizens to unpack the political, social, and cultural influences inherent in the textbooks of core content areas such as math, science, English, and social science.

Planning Environmental Communication and Education Jun 07 2020 This book presents the activities of the Asian Ministries for the Environment and government ministries relations with non-government organizations concerning planning environmental communication and education. This publication provides information on policies and strategies from a workshop organized by IUCN, UNEP, and UNESCO in Bangkok in July, 1996. Chapters include: (1) Introduction; (2) Environmental Education and Communication to Achieve; (3) Implementing Environmental Education Strategies in Formal Education; (4) Fostering Partnerships to Achieve Environmental Policies; and (5) Tactics for Implementing Environmental Education Strategies. (YDS)

The Arab-Israeli Conflict in Israeli History Textbooks, 1948-2000 Nov 24 2021 Israeli history textbooks in the past contained many biases, distortions, and omissions concerning the depiction of Arabs and the history of the Arab-Israeli conflict. Today these misrepresentations are gradually being corrected. By reviewing curricula and textbooks used in the Israeli educational system since the establishment of Israel, the author shows how the Israeli educational system, and particularly history textbooks, have presented the image of the Arab and the history of Arab-Israeli relations in the years from 1948 to 2000, and how the trend is to provide a more balanced portrait of the other side. encourages the depiction of a balanced portrait in all textbooks.

Every Book is a Social Studies Book May 07 2020 This text offers a teacher and student-friendly collection of lessons and activities that help educators use picture books to engage younger students in meaningful social studies activities and bring this critical subject back in elementary schools. * Includes excerpts of primary source materials for student activities * Contains various photographs, illustrations, charts, and graphs throughout the text * Extensive annotated bibliography of picture books for each chapter that includes a discussion question for each book * Appendixes include invaluable planning templates, reproducible handouts, and other teacher resources

Teaching and Learning for the Twenty-First Century Jul 21 2021 This book describes how different nations have defined the core competencies and skills that young people will need in order to thrive in the twenty-first-century, and how those nations have fashioned educational policies and curricula meant to promote those skills. The book examines six countries—Chile, China, India, Mexico, Singapore, and the United States—exploring how each one defines, supports, and cultivates those competencies that students will need in order to succeed in the current century. *Teaching and Learning for the Twenty-First Century* appears at a time of heightened attention to comparative studies of national education systems, and to international student assessments such as those that have come out of PISA (the Program for International Student Assessment), led by the Organisation for Economic Co-operation and Development. This book's crucial contribution to the burgeoning field of international education arises out of its special attention to first principles—and thus to first questions: As Reimers and Chung explain, "much can be gained by an explicit investigation of the intended purposes of education, in what they attempt to teach students, and in the related questions of why those purposes and how they are achieved." These questions are crucial to education practice and reform at a time when educators (and the students they serve) face unique, pressing challenges. The book's detailed attention to such questions signals its indispensable value for policy makers, scholars, and education leaders today.

Connecting the Library to the Curriculum Aug 29 2019 This book shares the experiences of the Monash University

and La Trobe University libraries in Melbourne, Australia, regarding the paths taken to transform and reposition these libraries within their institutions. The book showcases the respective frameworks used to enhance library skill development programs and addresses central topics such as partnerships, pedagogy, curriculum, emerging skill agendas and student success. It offers a theoretical and practical approach to overcoming persistent challenges and discusses several pertinent areas, e.g., establishing library-faculty partnerships, explicitly and coherently developing students' research skills with discipline-specific content and transforming perceptions of academic libraries' educative role. The book highlights the current issue of enhancing students' research skills, which is forcing many academic libraries to reassess their established practices and adopt pedagogical approaches that will more readily resonate with faculty. Chapters 3 and 19 are available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

The Primary Curriculum Oct 31 2019 This book is concerned with the relationships and tensions in education between children's needs and societies' demands, questions which primary teachers everywhere face on a daily basis, such as: how does society's view of children and childhood affect teaching and learning? how do the dictates of the education system, including a national curriculum, shape teaching practice? how do the conventions of classroom practice fit with teachers' own beliefs and values? The first part of the book offers a basic framework for thinking about primary curricula from the perspectives raised by these questions, whilst the second part presents a range of international views on the primary curriculum from Australia, New Zealand, South-East Asia, Europe and the USA.

Discourses of Globalisation, and the Politics of History School Textbooks Jun 27 2019 This book focuses on discourses of the politics of history education and history textbooks. It offers a new insight into understanding of the nexus between ideology, the state, and nation-building, as depicted in history education and school textbooks. It especially focuses on the interpretation of social and political change, significant events, looking for possible biases and omissions, leadership and the contribution of key individuals, and continuities. The book discusses various aspects of historical narratives, and some selected key events in defining identity and nation-building. It considers the role of historiography in dominant historical narratives. It analyses history education, in both local and global settings, and its significance in promoting values education and intercultural and global understanding. It is argued that historical narratives add pedagogies, grounded in constructivist, metacognitive and transformational paradigms, have the power to engage the learner in significant and meaningful learning experiences, informed by multiple discourses of our historical narratives and those of other nations.

Inter- and Intracultural Differences in European History Textbooks Jan 15 2021 This book focuses on inter- and intracultural differences in academic writing and ways of understanding. The example of primary and lower secondary history textbooks has been chosen as a rich source of cultural viewpoints, and in particular the topic of 'The Romans' as part of a common European heritage. Textbooks (and their related curricula) are examined in terms of their writing styles, the kinds of skills demanded in pupil tasks and overall objectives. Researchers working in different European countries: Austria, England, France, Germany (2 different Länder), Ireland and Italy present case-studies of 'The Romans' from their own country. It is thus possible to track cultural differences closely, and the intercultural expertise of the team also adds an informing dimension here. The writing team came together for a conference in February 2002 at the University of Bath to present and discuss their research. The book can thus be said to build on an interactive understanding of inter- and intracultural difference.