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through a multi sited qualitative study of three kenyan secondary schools in rural taita hills and urban nairobi the volume explores the ways the dichotomy between western and indigenous knowledge operates in kenyan education in particular it examines views on natural sciences expressed by the students teachers the state s curricula documents and schools exam oriented pedagogical approaches o hern and nozaki question state and local education policies and practices as they relate to natural science subjects such as agriculture biology and geography and their dismissal of indigenous knowledge about environment nature and sustainable development they suggest the need to develop critical postcolonial curriculum policies and practices of science education to overcome knowledge oriented binaries emphasize sustainable development and address the problems of inequality the center and periphery divide and social cultural and environmental injustices in kenya and by implication elsewhere in an era of environmental crisis and devastation education that supports

sustainability and survival of our planet is needed within a broader sociopolitical context of post colonialism and globalization this volume points out possibilities and challenges to achieve such an education the authors propose a critical postcolonial approach that acknowledges the contextual and situational production of all knowledge and that de dichotomizes indigenous from western scientific knowledge eric rico gutstein professor curriculum and instruction university of illinois at chicago usa

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like its predecessors volume iii of the handbook for teaching introductory psychology provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom it contains an organized collection of articles from teaching of psychology top the official journal of the society for the teaching of psychology division 2 of the american psychological association volume iii contains 89 articles from top that have not been included in other volumes another distinction between this volume and its predecessors is its emphasis on testing and assessment the book is divided into two sections section one issues and approaches

in teaching introductory psychology contains 52 articles on critical issues such as how to approach the course understanding students interests perceptions and motives students existing knowledge of psychology including their misconceptions a comparison of introductory textbooks and tips on how to evaluate them test questions and student factors affecting exam performance an overview of different forms of feedback giving extra credit and how to deal with academic dishonesty section two consists of 37 articles that present demonstrations class and laboratory projects and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline this section is organized so as to parallel the order of topics found in most introductory psychology textbooks intended for academicians who teach the introductory psychology course and or oversee grad assistants who teach the course all royalties of the book go directly to the society for the teaching of psychology to promote its activities to further improve the teaching of psychology

reprint of the original first published in 1874

a biography of the english physician and scientist and a history of the advancement of science in the victorian era in victorian britain scientific medicine encompassed an array of activities from laboratory research and the use of medical technologies through the implementation of sanitary measures that drained canals and prevented the adulteration of milk and bread although most practitioners supported scientific medicine controversies arose over where decisions should be made in the laboratory or in the clinic and by whom medical practitioners or research scientists in this study terrie romano uses the life and eclectic career of sir john burdon sanderson 1829 1905 to explore the victorian campaign to make medicine scientific sanderson a prototypical victorian began his professional work as a medical practitioner and medical officer of health in london then became a pathologist and physiologist and eventually the regius professor

of medicine at oxford his career illustrates the widespread support during this era for a medicine based on science in making medicine scientific romano argues this support was fueled by the optimism characteristic of the victorian age when the application of scientific methods to a range of social problems was expected to achieve progress dirt and disease as well as the material culture of experimentation from frogs to photographs represent the tangible context in which sanderson lived and worked romano s detailed portrayal reveals a fascinating figure who embodied the untidy nature of the victorian age s shift from an intellectual system rooted in religion to one based on science a useful entry in the canon of science and public health an antidote to the hubris of recent claims of accomplishment choice

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## Decoding the Fabled Fleece: Problem-Solving in "Mary Had a Little Lamb"

"Mary Had a Little Lamb" is more than just a simple nursery rhyme; it's a microcosm of narrative structure, character development (however rudimentary), and even subtle challenges that spark curiosity in young minds. While seemingly straightforward, the rhyme presents several opportunities for problem-solving and deeper understanding, particularly for children grappling with literacy and comprehension. This article will address common questions and challenges arising from "Mary Had a Little Lamb," offering solutions and insights to enrich the learning experience.

### I. Understanding the Narrative Structure: Sequencing and Chronology

A primary challenge lies in comprehending the rhyme's narrative sequence. Children may struggle to order the events chronologically. The rhyme itself doesn't explicitly state the timeframe; it simply presents a series of connected events. Problem: Difficulties in understanding the order of events: Did Mary get the lamb first, or did it follow her to school? What happened before and after the lamb followed Mary? Solution: Employ visual aids like picture cards depicting each event. Arrange these cards chronologically, guiding children to discuss the order and the relationships between events. For example: 1. Mary has a lamb: Illustrate Mary receiving or owning the lamb. 2. Lamb follows Mary to school: Show the lamb accompanying Mary. 3. Lamb's presence causes disruption: Depict the children laughing. 4. Teacher's reaction: Show the teacher observing. 5. Mary's pride in her lamb: Illustrate Mary's affectionate interaction with the lamb. This

visual sequencing assists in establishing a clear narrative flow. Storytelling can also aid comprehension; encourage children to retell the story in their own words, emphasizing the order of events.

## II. Character Analysis: Mary and the Lamb

While simplistic, the rhyme offers opportunities to discuss character traits and relationships. Problem: Identifying the emotions and motivations of Mary and the lamb. What does Mary feel about the lamb? How does the lamb behave? Solution: Engage children in role-playing. Have them act out the parts of Mary and the lamb, expressing their feelings through actions and words. Discuss Mary's pride and affection for the lamb, as evident in the last line. Explore the lamb's playful and perhaps somewhat mischievous nature in following Mary to school. Considering the lamb's perspective—its dependence on Mary and its innocence—adds another layer of understanding.

## III. Contextual Understanding: School and Social Dynamics

The rhyme touches upon the social dynamics of a school environment. Problem: Understanding why the children laughed and the teacher's reaction. What social norms are subtly highlighted? Solution: Discuss the unusual nature of a lamb in a school setting. Explain that the children laughed because it was unexpected and funny. This leads to conversations about appropriate behaviour in different settings. The teacher's reaction, while not explicitly stated, can be interpreted as a mixture of amusement and perhaps a mild reprimand.

for the disruption caused by the lamb. This opens a discussion on rules and consequences.

## IV. Expanding the Narrative: Beyond the Rhyme

The limited scope of the rhyme allows for creative expansion. Problem: Children may want to know more about the story – what happened after school? What is the lamb's name? Solution: Encourage creative writing and storytelling. Prompt children to imagine and write or tell what happened after school, what the lamb's name was, and what adventures Mary and the lamb shared. This fosters imagination and narrative development. Illustrations can further support this creative expansion.

## V. Vocabulary Enrichment: Exploring Meaning

The rhyme uses simple language, yet opportunities for vocabulary expansion exist. Problem: Understanding the meaning of words like "everywhere" or "fleecy." Solution: Use visual aids and real-life examples. For "everywhere," illustrate different locations where the lamb might have followed Mary. For "fleecy," show pictures of fluffy wool or sheep, explaining the texture and feeling. Connecting abstract words to concrete examples enhances vocabulary acquisition. Summary: "Mary Had a Little Lamb," despite its brevity, presents a rich tapestry of narrative elements and social contexts suitable for exploring problem-solving skills. By employing visual aids, role-playing, storytelling, and creative writing, educators and parents can transform this simple rhyme into a powerful learning experience, fostering comprehension,

vocabulary development, and imaginative thinking. Frequently Asked Questions (FAQs): 1. What is the moral of the story? There's no explicit moral, but it highlights the bond between Mary and her lamb, the importance of following rules (implicitly), and the joy of unique companionship. 2. Is the lamb real or symbolic? The lamb can be interpreted literally or symbolically, representing innocence, companionship, or even Mary's unique personality. 3. Why did the teacher not scold Mary? The rhyme doesn't explicitly state the teacher's reaction beyond observing. We can infer tolerance or amusement. 4. What type of lamb is it? The rhyme doesn't specify the breed. Children can use their imagination to describe it. 5. How can I use this rhyme to teach other subjects? The rhyme can be linked to lessons on animals, emotions, social studies (school life), and even creative writing.

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