# MASTER'S THESIS

Master of International Education and Development

November  2023

Worlds Between the Lines: analyses of diversity in social science textbooks of major international curricula

Fidan Azizova

**OSLOMET**

***OsloMet* – Oslo Metropolitan University**

**Faculty of Education and International Studies Department of International Studies and Interpreting**

Table of contents

## Abstract

The main discussion point of this master's thesis is international curricula. I am lucky enough to be able to conduct research about the area where I work. In 2023, I asked three different class groups to write or draw anything that they can think of when they hear the names of listed continents. The aim of this task was to see how students in various age groups conceptualized different continents. Below are the results of students from Grade 3, Grade 7 and Grade 9.
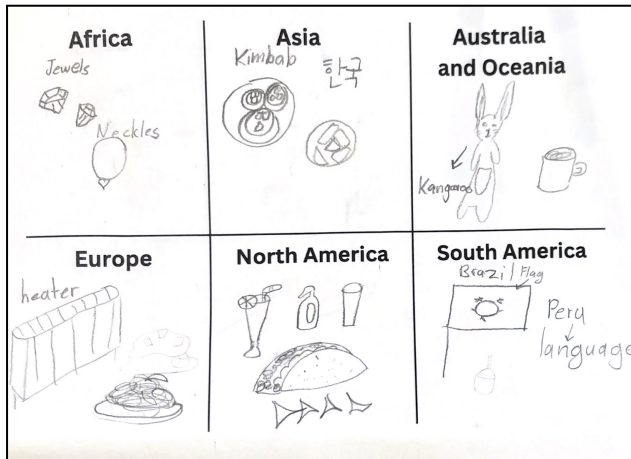
Photo 1
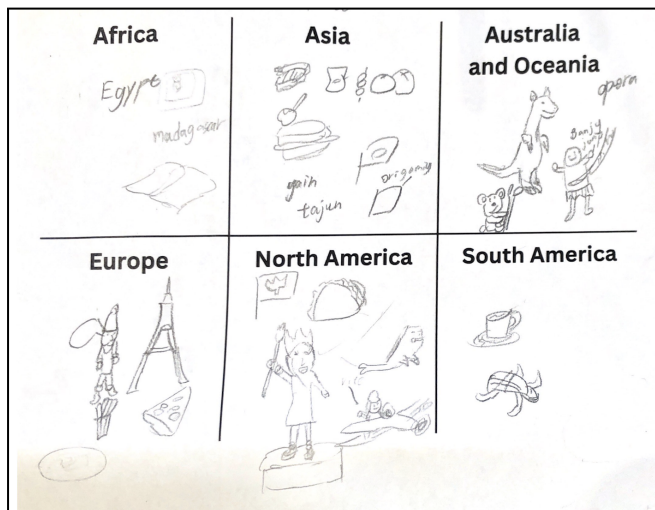


Photo 2

Photo 1 and 2 are drawings of Grade 3 students. Drawings are simple and represent the most common information about the continents, as it was expected for this grade. Egypt and pyramids in Cairo, natural resources are one of the most common references mentioned for Africa. Asia is mostly known in primary school for its food and countries such as South

Korea and Japan. Japan is generally referred to for its anime genre cartoon shows. Other common notes that are made: kangaroos in Australia; Eiffel tower and Italian food in Europe; fast food of North America; finally coffee and nature of South America. South America in general is very popular among different age groups for the World Cup events or football players.



Photo 3



Photo 4

Photo 3 and 4 are notes/drawings of Grade 7 students. In these grades of Middle School students already have Social Studies as a separate course. Interestingly enough, some

representations stay the same from grade 3. Africa gets mentioned again for the Egyptian pyramids; Asia is highlighted for its cuisine; kangaroos in Australia; fast food of North America and football in South America. Student work in photo 3 shares more details about the continents. Comparing these works revealed some keywords for each continent that were commonly used. For Africa: desert, colonies and resources; for Asia: communism, food, strict parents and nature; for Australia and Oceania: accents and unique animals; for Europe: monarchy, democracy, World Wars and food; for North America: languages, fast food and obesity; for South America: drug and football.



Photo 5



Photo 6

Finally photos 5 and 6 show works of grade 9 students. These students tend to refer to the political and economical state of the regions rather than a simple description of the environment. Asia and Australia stand out from other continents in this work, where mostly negative perspectives are written.

These six photos describe a lot about the student description of continents. All these works represent very similar ideas about the continents just in a different level of English (and terminology). This thesis work is about analyzing to what extent school textbooks play a role in creation of these common knowledge.

## Acknowledgement

Before moving on to the research part of my thesis I want to sincerely thank everyone who provided encouragement and support to me as I worked to complete my thesis.

The second year of my master's degree, when I started to work on this thesis work, I moved to Türkiye due to the job offer.  This normally should have brought some limits or challenges while trying to complete research along with a full time job. However, thanks to our program coordinator and professor, Tom Griffiths, and my groupmates Dominique, Sahra and Julia, I still got the much-needed guidance, encouragement, and assistance throughout this academic journey. Tom's insights, mentoring and patience with my long emails filled with questions were invaluable. Dominique, Sahra and Julia's support made this academic journey not only educational but also enjoyable.

I also owe a debt of gratitude to my supervisor Mahira Karim for her constructive comments and corrections and for a collaboration that has improved my academic experience.

Finally, I would like to extend my sincere thanks to my family and my students. Your support has been indispensable, and I am truly grateful for the role you've played in making this research possible.

## List of abbreviations

AIDS- Acquired Immunodeficiency Syndrome

AP- Advanced Placement

AQA - Assessment and Qualifications Alliance

CIE - Cambridge International Examinations

Eastern countries - countries located in Asia, Africa, Australia and Oceania

EU - European Union

HIV - Human Immunodeficiency Virus

IB - International Baccalaureate

IGCSE - the International General Certificate of Secondary Education

ISC research - the International School Consultancy research

K-12 education - Kindergarten through 12th grade

LEDC - Less Economically Developed Country

SDG - Sustainable Development Goals

UNCCD: United Nations Convention to Combat Desertification

UNESCO- the United Nations Educational, Scientific and Cultural Organization

Western countries - countries located in Europe and North America

# PART 1

### 1. Chapter One: Introduction

### 1.1 Background and the context to the study.

For a school to be recognized as an international school, no matter the location, its main curriculum should be different from the local curriculum taught at the public schools. The ISC research group, that monitors the global market for international schools and is widely known as a reliable source of information regarding market shifts, trends, and developments, identifies international schools as:

- "a school is privately operated in a country where English is not an official language and it delivers a curriculum wholly or partly in English to some or all of its students between the ages of 3 and 18

- or a school is privately operated in a country where English is one of the official languages and it delivers an English-medium curriculum other than the country's national curriculum"

(ISC research, White paper, 2023,p.35)

International curricula are focusing on raising a global citizen who learns assigned subjects not only locally but also in a global perspective. Students with this approach can easily connect themselves with the global community and create a sense of empathy, responsibility and awareness with it. International education refers to the process of educating individuals about different cultures, languages, and ways of life in a global context. In the modern age, this concept has taken on new meaning as the world becomes increasingly interconnected through technology and travel. As for education in general, in the past thirty years, there has been a significant shift in the market for international schools. In the 1990s, an embassy or community school served as the standard model for an international school, primarily designed to cater to the dependents of western expatriate professionals. Schools would teach exclusively in English while following a very nationalistic the US or UK curriculum (Machin, 2023). Today, a much broader selection of school types and curricula, including an increasing number of bilingual schools, serving a large number of student demographic groups, including expatriates from the East and the West, and a significant rise in the number of local children attending international schools, have quickly replaced this model. Another significant change was made recently when many international schools have understood how crucial it is for their staffing to include both local and foreign teachers. While foreign teachers bring knowledge of curricula, various models of teaching and learning, formative assessment, and international perspectives, local teachers bring knowledge and understanding of the local culture and its approach to learning and teaching that plays a key role in local students and their parents' lives. These changes proved to be successful as the number of international schools has increased by 52%

from 2013 to 2023 (Machin, 2023). Number of students attending international schools in the same given time period has increased by 53% by having 6.5 million students.

International education is important in the modern age because it is assumed to help promote the global mindset so much needed in the age of globalization.

Chris Green (2015), Assistant Principal and IB Diploma Programme Coordinator at ACS Hillingdon International School supports the importance of international education by mentioning how bringing together multiple points of view and experiences, the diverse international community contributes to the creation of a rich intercultural environment for students. In his opinion, it promotes the development of international mindedness and encourages students to become aware of how their actions may affect others both locally and globally.

In addition to promoting understanding and cooperation, international education also helps to prepare students for the global workforce. With businesses and organizations operating on a global scale, it is increasingly important for individuals to have a deep understanding of different cultures and to be able to communicate effectively with people from different backgrounds (ISC Press Office, 2015).

In summary, international education in the modern age is about preparing students to be global citizens. It's about helping students to understand different cultures and ways of life, to communicate effectively across borders, and to navigate the complexities of a globalized world.

## 1.2 Describing a problem

ISC research group conducted a survey to find main reasons why parents prefer international schools over public ones (White paper, 2021). Learning an advanced level of English was one of the main reasons for this choice. In their report, ISC group quotes Julie Dearden phrase of "passport to a global world" referring to English as the main language of instruction at the international schools. In her research she confirms the importance of the English language in modern education by not showing the parental side of the story but political. In Dearden's (2013) research 55 countries showed different reasons and explanations supporting English proficiency among their citizens.  Portraying these reasons revealed some very different approaches.  For example, while countries like Azerbaijan and Czech republic showed a positive attitude towards increasing the number of English speakers within their country, countries like Switzerland and Argentina reflected in a more sensible way (Dearden, 2013). In the case of Azerbaijan and Czech republic, as it was mentioned in the previous chapter, the

idea of a global mindset and improvement of the employment sector as a clear positive outcome. Meanwhile, Switzerland and Argentina had to reflect from the political perspective. According to their explanation for this survey, Switzerland already has four official languages and Argentina is still having a political disagreement with the UK because of the Falkland islands (Dearden, 2013).

As the research above shows, raising a global mindset is especially important in modern age, however, according to several scholars, this approach can be described or taught in a single, west-oriented way if the given content of school textbooks consist of a limited amount of regional represantation. Western nations of the Global North are the origin region of many internationally recognized curricula, which are used in the most international schools. Below are the descriptions of different scholar's approaches on challenging sides of international education. These works also compare the risk of biased curriculum context for being developed in the Western countries.

Many academics and scholars have debated the biased international curriculum context. Ali A. Abdi, a professor of education and international development at the University of British Columbia, is one of the most well-known (Abdi, 2008). The cultural and ideological biases that are frequently deeply embedded in international educational policies and curricula have been the topic of numerous writings by Abdi. In his book "Globalization, Education, and Social Justice," (2008) Abdi claims that international educational policies and curricula frequently represent the values and interests of Western nations, like the United States and Europe, and that they support a specific vision of development that might not be applicable or essential for other nations and cultures. He argues that this can result in the marginalization and erasure of various cultural perspectives and practices and can help to sustain injustices and inequalities on a global scale (Abdi, 2008).

Brazilian scholar,educator and researcher Vanessa Andreotti also debates about the biased approach in textbooks. In her article "Soft versus critical global citizenship education" (2014) published in the Journal of Curriculum Studies, Andreotti observes that international textbooks frequently promote a particular view of development that is tied to Western values and interests and homogenizes and sanitizes the world by erasing cultural differences. For instance, global textbooks frequently present a Eurocentric view of history, in which Europe is portrayed as the epicenter of civilization and progression.In addition, Andreotti argues that since textbooks frequently represent culture as constant and unchanging, this can be a reason for long term stereotypes and prejudices (De Andreotti, 2014).

Other examples can include works of Fazal Rizvi, a professor of Melbourne Graduate School of Education (2014). The article "Globalization and the Study of Education," which was published in the book "The Routledge International Handbook of Globalization Studies" (2010) addresses this issue from a different perspective. In this chapter, Rizvi stresses the fact that the spread of dominant cultural and economic values as a result of globalization has had a significant effect on global education and curriculum development (Rizvi, F., 2014).

On the other hand, Kupermintz and Levy (2008) argue that many schools and educators are actually committed to providing a more balanced and inclusive education that represents a diverse range of cultures and perspectives. They may use a variety of teaching materials and resources, such as primary sources, literature, and media from different regions, to provide a more comprehensive and nuanced understanding of the world. In a study titled "The role of teacher selection of supplemental materials in promoting classroom diversity," researchers Kupermintz and Levy (2008) noticed that educators who added supplemental materials were able to promote their lesson plans in classroom environments that were more diverse and inclusive (Kupermintz & Levy, 2008). Researchers Levstik and Barton in article "Using primary sources to promote critical thinking in history classrooms," (2005) found that using primary sources in the learning process can help to promote critical thinking and analysis, and can provide a more complete and detailed understanding of historical events (Levstik & Barton, 2005).

Furthermore to this debate, the balance of inclusive education is also sometimes limited and determined by government policies. This limitation consists of prioritizing the teaching of their own culture, history and achievements.

Many international schools follow internationally recognized educational programs such as the International Baccalaureate and Cambridge International Examinations (Machin, 2023). These programs have their own curricula and textbooks, but may need to be adapted to host country regulations and requirements for getting the required accreditations in the host country. This adjustment can have some impact on curriculum and textbook selection.

Kim and Orr (2014) describe in their research the ways government policies and the political climate can influence curriculum decisions. Politicians may ask us to include or exclude certain content based on ideological viewpoints or political agendas. In their opinion this can take the form of prejudices in textbooks that neglect certain topics or promote certain narratives. Examples of political influence on textbooks can be found throughout history in various countries where governments have influenced the portrayal of historical events and

particular ideologies. These kinds of influence of course may vary from different countries or geographic regions.

To show this influence on a specific example, Kim and Orr (2014) examined how global citizenship education was being implemented in Canada and Japan in their study, "Education for Global Citizenship in the Context of National Policies: A Comparative Analysis of the Canadian and Japanese Cases." One of the main conclusions of the study was that national policies and priorities had a significant impact on both countries' global citizenship education curricula. The researchers have found that promoting Japan's place in the world and promoting a sense of national pride and identity were the main goals of global citizenship education in Japan (Kim & Orr, 2014). This was reflected in the subject matter of the curricula and textbooks, which frequently placed an emphasis on Japanese history, culture, and contributions to the world. On the other hand, findings revealed that global citizenship education in Canada, in contrast, placed more of an emphasis on promoting intercultural understanding and maintaining a sense of global citizenship. This was reflected in the curriculum and textbook content, which covered a wider range of cultural viewpoints and global issues (Kim & Orr, 2014).

Based on Kim and Orr (2014) work there could be several reasons for different approaches in Canada and Japan. They start the analyses first by reminding or describing the society structure in Canada and Japan. In case of Japan: Japan is known to be a homogenous society, with a strong emphasis on cultural norms and values. Faced with the potential for globalization via the spread of international schools, Japan may prioritize maintaining its cultural identity in order to maintain its unique characteristics and resist cultural assimilation (Kim & Orr, 2014).

On the other note, Japan has already experienced a period of globalization and Western influence, which may have created a desire to protect national identity. Therefore, Kim and Orr (2014) suggest that this country could see global citizenship education as an opportunity to promote national pride and an understanding of cultural identity.

In case of Canada: Canada is known for its multiculturalism and diverse population, with indigenous and immigrant communities contributing to the country's cultural fabric. Kim and Orr, 2014 bring the historical perspective also to the discussion by mentioning that Canada is committed to reconciliation with Indigenous peoples and addressing the historical injustices they have faced. Education in Canada can focus on incorporating Indigenous perspectives, languages and knowledge systems to foster a sense of common national identity that respects Indigenous cultures (Kim & Orr, 2014).

Regardless of balanced curricula in some cases/countries, the majority of curriculum remain biased and it is imperative for educators to remain aware of such biases and take proactive measures to incorporate a range of diverse perspectives and teaching resources into the curriculum, thus enabling students to obtain a more comprehensive education.

To explain why proactive measures are necessary in teaching diverse perspectives, Adrian Scarle's research is relevant. Adrian Scarlett is an educator  who has 25 years teaching experience in eight different countries.

In his LinkedIn page, Scarlett mentioned biased western approaches used in Social Science lessons in the international school in Malawi.

> "At the time I arrived at the school the History program was almost exclusively eurocentric and the only references to Pan-African history were considered from the European perspective. This was largely the case as the school blindly followed a British educational model with scant regard for the location of the school." (Scarlett, 2015)

To solve this issue Scarlett with his colleagues developed a course by adding more topics about African History. He also mentioned that African history shouldn't be starting from the 15th century - the time when Europeans started colonizing the continent. Otherwise, this can create a sense of absence of any significant historical event in Africa before the arrival of Europeans.

Scarlett also had an experience teaching Geography at the same school in Malawi, in this case he mentions:

> "The textbook focused upon the River Tyne and its influence on the City of Newcastle. Not one of the students in my class had been to Europe but they were expected to learn about the River Tyne! I thus went away and researched into the Mudi River that flowed through the center of Blantyre and designed a module around its influence on the city that the students lived in!" (Scarlett, 2015).

The case mentioned above is only one specific example with a good ending. However, spreading this type of cases and starting debates of curriculum context is important when the amount of international schools has increased a lot in recent years.  According to the ISC research team, the number of international schools increased to 51% during ten years (ISC, 2023).

Question about representation of different regions in textbooks is not something new. Many researchers in different years with varying directions of research mentioned this pattern in their work. Based on the challenge highlighted by Scarlett (2015) above, It is evident that in a

globalized world, where people from different cultures and backgrounds are increasingly interacting, it is important for textbooks to provide accurate, diverse, and inclusive representations of different cultures and ideologies. This will help to promote understanding and tolerance among students, and will also help to prepare them to live, work, and communicate effectively in a globalized world.

Furthermore, promoting critical thinking, and providing students with the tools to analyze and question the information presented in textbooks is essential to form a well-informed, autonomous, and responsible citizens.


## 1.3 Motivation for the project

Beverly Daniel Tatum is an American psychologist, educator and administrator who does research about the topic of race and racism (Jones, 2017). Tatum references how Barack Obama's presidency has affected the academic success of Black students in her book "Why Are All the Black Kids Sitting Together in the Cafeteria?" (2017) She points out that the election of Barack Obama in 2008 was a moment of inspiration and empowerment for many African Americans, particularly young people, and that his victory over prejudice served as a role model for Black students and dispelled myths about the race (Tatum, 2017).

While searching for the clear statistics on his impacts I found following evidence of Obama's impact. Researchers at Duke University support Tatum's (2017) idea while observing that Black students in more diverse and equitable schools did achieve higher results in academic performance after Obama's election. However, those Black students who attended schools with high levels of segregation and racial inequity still did not (Reardon, Kalogrides, & Shores, 2019).

To summarize the research by Reardon, Kalogrides, and Shores (2019,) Obama's presidency may have had a positive impact in several ways, although direct evidence of this impact is not easy to measure. In other words these types of impact are rather secondary rather than direct.

Students of color may have found inspiration and motivation in Barack Obama's path as the first African-American president, especially when it came to their academic pursuits. In order to improve all students' access to high-quality education, the Obama administration implemented a number of initiatives and educational policies throughout his presidency, with an emphasis on students from underrepresented areas (Petrilli & Eberhardt, 2012). Furthermore, Obama's notoriety as a successful African-American leader who obtained an outstanding education probably contributed significantly to dispelling unfavorable myths

about African Americans' aptitude for scholastic success. His involvement in accomplished disciplines might have helped African Americans become more visible and represented in those fields.

During my first year of Master's degree, I worked at one of the international schools in Norway as a substitute teacher. My job included following assigned lesson plans with school textbooks. The Individuals and Societies book had a map of languages, describing which language is spoken in different areas. I saw my country, Azerbaijan, being represented as an "Arab speaking country". Azerbaijan was a part of the Arab state in the VII century, however, today having its own official language also created an environment totally different than in any Arab country. The book didn't have any further information on the Caucasus region, which includes the countries of Armenia, Azerbaijan, and Georgia, as well as parts of Russia, Turkey, and Iran (Cornell and Starr, 2009), although while having short conversations with students in between, I've met several of them from this region. In this case, if the educator doesn't include other additional learning resources (e.g. textbooks), the only information class will learn about the Caucasus region would be them speaking Arabic. Keeping this case in mind, I briefly analyzed different other Social Science books to see if my case was just a single, rare coincidence. Some of my brief findings include a Korean news article which criticized a French textbook, used by an international school in South Korea, for labeling the East Sea as "Mer du Japon," a translation of "Sea of Japan". The body of water between Japan and the Korean peninsula is known by different names depending on the country and the political context. In English, it is commonly referred to as the Sea of Japan, while in Korea, it is called the East Sea. Overall, 30% of international schools in Korea apparently use the same title of mentioned body of water (The Korean Herald, 2022). Both names are widely used and recognized, and the choice of name can sometimes be a sensitive political issue between Japan and Korea. Another example is Sakhalin island, which is politically controlled by Russia but a territory that is currently claimed by both Russia and Japan, labeled as Japan on one of the pages of IB Geography book by Nagle and Cook (2017, page 7). These observations motivated me to look closer to the Geography and History textbooks used in international schools and published by different companies.

## 1.4 Research questions

1. What are the criteria for choosing Case studies in Social Science textbooks?
2. To what extent do international curriculum textbooks perpetuate or challenge stereotypes and prejudices about different regions, and what can be done to promote more inclusive and nuanced representations of these regions?
3. How do international curriculum textbooks represent the development level of different regions, and what are the implications of these representations for global citizens?

Many if not every Social Science textbook must include a case study. This is due to the fact that in the examination paper students get to describe one of them. For example this is one of the exam questions referring to the Case study from the Geography (0460) examination paper Cambridge IGCSE  May/June 2021.

"For a named urban settlement you have studied, describe the causes and effects of one problem faced by the people living there." (Question 2c, page 11). In the chapter where I described the problem, it was mentioned how local government can influence the selections of textbook contents. Using this research question I will develop this idea more by referencing specific textbooks.

Exam questions usually never specify a region or a continent that needs to be described in the answer, however textbooks could use repetitively the same examples. Moreover, some countries can be entitled to the same topic in textbooks. With the second research question later on I will describe the example of using  the UK in Case Studies related to industrialization while Bangladesh being mentioned for any case study related to the floods and illegal employment. Common misconceptions will be sorted in economic, social and environmental ways of impact. Additionally some examples of textbooks where context is less biased and equally represents different regions will also be included for a better comparison.

Final third question will be used to describe the timeline of changes of the "global education" meaning of IB and Cambridge curriculums. As the term might differ from the regional perspective it's important to compare the meaning and analyze how certain textbooks help or limit in promoting this ideology.

## 1.5 Structure

Part 1 of my thesis work includes chapter 1 *(introduction)*, chapter 2 *(methodology)*, chapter 3 *(literature review)*, chapter 4 *(theoretical framework)*.

In these chapters I start with a classroom survey that represents initial thoughts of students about the continents. Next chapters include a description of choosing the topic of my research and main literature that inspired me to do my research in this field. In the methodology chapter I describe research design and ethical considerations to be considered while conducting this research on textbooks. The methodology chapter also includes descriptions of qualitative and quantitative research and reasons for choosing them for my research. The Reflexivity subchapter firstly explains the meaning and importance of reflexivity in academic research and later on was applied on from my perspective. The data analysis methodologies employed in my research are expounded upon in a subsection titled "Data Selection," wherein the rationale for the selection of specific curricula and publishing companies utilized within international schools is elucidated. The section on Delimitation delineates the principal objectives inherent in the curricula, elucidating their alignment with the overarching principles of international schools. The subchapter on Ethical Considerations outlines the methodological approach adopted for the selection of textbooks subjected to analysis in this study. Within the Literature Review section, extant critiques pertaining to the curricula under investigation are referenced and examined. Finally, the Theoretical Framework chapter engages in a discourse concerning the interpretation of the term "global citizen," a fundamental objective in the contemporary educational landscape.

Part 2 of my thesis work includes chapter 5 *(results/findings)*, chapter 6 *(Discussion)* and chapter 7 *(Conclusion)*.

Part 2 commences with an exposition on the research design and data analysis, wherein a comprehensive account is provided regarding the pivotal role played by key scholarly works and academic articles in shaping the research trajectory. This encompassing approach extends beyond conventional academic literature to encompass diverse sources, incorporating not only findings from scholarly investigations but also insights gleaned from popular news articles disseminated through official platforms and anecdotal expressions shared by readers on social media, thereby enriching the research discourse.

Chapter 5.3 starts with analysis of ten of the most commonly used social science textbooks at international schools. To make findings more organized I divided them into curricula and

created for each textbook a world map. These world maps visualize every country that was represented in the case studies of the textbooks. Following chapter describes in detail differences and similarities among these textbooks. Chapter 6 includes opinions of Western and Eastern scholars and educators on existing textbooks. Additionally I also mentioned recent updates on textbooks policies in different countries. Final chapter 7 summarizes the topic by presenting two sides of the research: positive and negative.

## 2.0 Chapter Two: Methodology

In my thesis, I use quantitative and qualitative research methods. Applying mixed methods research, a combination of quantitative and qualitative research techniques, can be an effective strategy for developing an in-depth knowledge of a research issue. Research using mixed techniques provides a number of benefits. It makes it possible to investigate research problems in greater detail and to address both the "what" and the "why" of a subject Bamberger (2012). Combining quantitative data which identifies patterns and trends with qualitative data which offers more in-depth insights and explanations improves the validity and believability of conclusions. The study's overall validity is strengthened by combining the findings from the two approaches. In case of my research questions I plan to not only count the number of country mentions but analyze the context within which these countries were mentioned.

However, it's important to note the ongoing debate between social scientists and philosophers about mixing quantitative and qualitative research (Steckler et al., 1992). Steckler (1992) describes that supporters of this debate usually think that quantitative and qualitative research are too different to be used in the same research or data collection. Quantitative research applies on finding the causes and effects of the process while qualitative research applies so-called "intelligibility" meaning describing one' perspectives. Steckler (1992) does not necessarily stand on one side of this debate but rather developed four different possibilities in which mixed methodologies could be applied. Possibility or option number four is the one that is applied in my research work. This option includes parallels and equal usage of quantitative and qualitative research.

.

## 2.1 Quantitative methods

Creswell, J.W. (2014) defines quantitative research as a research method that uses statistical techniques to collect and analyze numerical data. This type of research is often used to test hypotheses, establish causal relationships, and make predictions based on large data samples. Quantitative research usually involves the use of structured surveys, experiments, and other forms of standardized data collection.

For several reasons, quantitative research is a widely used methodology in academic research, especially in the social sciences. As a result, I'll go over some of the key reasons why quantitative research might be the best approach for this master's thesis topic.

First of all, one of the key benefits of quantitative research is its capacity to generate accurate and quantifiable data (Creswell, 2014). When working with large samples of books, this kind of data is especially helpful because it enables the statistical analysis of the outcomes. Utilizing statistical analysis techniques such as regression and correlation analysis can help to uncover significant relationships between variables and, as a result, offer crucial insights into the research topic. The fact that the data is precise and measurable contributes to the certainty that the research's conclusions are objective because they are not predicated on the researcher's subjective interpretation. While analyzing the Geography books, I emphasized focus on the Case Studies. General mention of a country in large text is not equivalent to the Case Study concept. Case studies, in geography books, can be used to demonstrate how geographic theories and concepts are applied in particular situations and countries. Including a country as a Case Study will provide concrete examples of how geographic concepts and theories apply to these phenomena, making them more tangible and relevant to learners.

Secondly, quantitative research can assist in providing specific research questions with an answer (Creswell, 2014). This is possible because the research questions can be operationalized into variables for quantitative and statistical analysis. For a master's thesis, which frequently focuses on addressing a particular research question or hypothesis, the capacity to provide systematic, objective answers to specific research questions can be especially helpful.

Quantitative research involves gathering numerical information and examining it utilizing statistical strategies. This methodology offers an unbiased way to quantify the quantity and selection of countries featured in geography textbooks, thereby avoiding any preconceived opinions that may arise from subjective analysis.

For instance, quantitative research's goal, according to Creswell (2014), is to measure and evaluate data using statistical techniques in order to produce empirical evidence. He pointed out that this method enables researchers to ascertain the connections between variables, test hypotheses, and forecast future results.

A research strategy used in quantitative research to count the number of countries mentioned in some geography books is content analysis. Content analysis is a research method that involves systematically and objectively studying text or other forms of communication to identify patterns, themes, and other characteristics. When counting the number of countries mentioned in a geography book, content analysis involves reading through the book and systematically recording the number of times each country is mentioned. Content analysis is a widely used research strategy in quantitative research, especially in social science research, including geography. According to Krippendorff (2019), content analysis involves coding and classifying text data to identify patterns and trends. This approach is especially useful when analyzing large amounts of data, such as counting countries mentioned by analyzing multiple geographies.

Similarly, Neuendorf (2017) emphasizes the importance of content analysis in social science research, stating that the text enables systematic and objective analysis of data and provides a way to identify patterns and trends in data. This is especially useful when analyzing multiple geographies to count the number of countries cited, as it allows for an objective and systematic approach to analyzing the data.

## 2.2 Qualitative methods

"Social Research Methods" by Alan Bryman (2012) was a key text that I consulted in order to gain a thorough understanding of qualitative research methodologies for my thesis. I was able to apply the principles of qualitative research in my research by using the insights and direction this important text provided. Bryman (2012) not only articulates his perspective on the definition of qualitative research but also integrates a comprehensive examination of various researchers' contributions to the field, fostering a cohesive and collective understanding of this methodological approach. One of the often cited pieces by Bryman is Denzin and Lincoln from 2005. Denzin and Lincoln (2005) wrote about the discipline and practice of qualitative research, where they also described the timeline of development of this method. According to the summary in Byramn's work (2012), qualitative research has undergone several periods of development, each distinguished by unique traits and influences.

During the conventional period, which spanned from the early 1900s to World War II, social anthropologists and the Chicago School undertook extensive research. Nonetheless, these representations frequently portrayed people as odd or foreign, which is indicative of positivist influence.

Between 2000 and 2004, there were substantial discussions around the best ways to do qualitative research in the methodologically contentious present. Debates like these still go on today, especially when it comes to standards for research quality (Denzin and Lincoln, 2005). In government circles, there is currently a pushback against qualitative research and a renewed emphasis on established science. Lincoln and Denzin (2005), however, envision a fragmented landscape for qualitative research, with one faction emphasizing socially and culturally responsive studies and another concentrated on randomized field trials.

Another main scholar that Bryman (2012) refers to is Martyn Hammersley, who believes that a key component of qualitative research is relevance. Hammersley (1992) explains that the significance of a topic within its particular field or its addition to the body of current literature are taken into account when determining its relevance. Hammersley (1992) also investigates whether practitioners' concerns—those of people who are part of the social context being studied and who have a stake in the research issue and its implications—should be included when determining relevance. Hammersley (1992) does concede, though, that there may be some differences in the research topics and conclusions that practitioners and researchers find interesting. Although it may not be the main emphasis of academics, practitioners are likely to be interested in research that aids in their understanding and resolution of the issues they face. However, there can be situations in which researchers combine these interests and even use this capacity to obtain access to the organizations in which they would like to carry out their research.

Many qualitative researchers operate under the fundamental premise that the social sciences' subject matter—that is, humans and their social environments—differs from the natural sciences' subject matter. The inability of the subjects of natural science study (atoms, molecules, gasses, chemicals, metals, and so forth) to give meaning to events or their surroundings is a fundamental distinction.

Bryman (2012) continues describing differences between quantitative and qualitative methods by highlighting the fact that many researchers who use qualitative methods are committed to seeing things from the viewpoint of the people they study. It is important to understand the social environment from the viewpoint of the subjects of the study rather than acting as if they

were incapable of making their own reflections on it. To support this comparison he refers to the work of John Lofland and Lyn H. Lofland (1995) and continues the authors' idea of the two central tenets of the epistemology underlying qualitative research as: (1) face-to-face interaction is the fullest condition of participating in another human being's mind, and (2) you must participate in another human being's mind.

Unfortunately not all scholars agree with the accuracy of qualitative research. As Bryman (2012) describes, this debate supported by the quantitative researchers occasionally raises concerns about qualitative research, characterizing it as overly reliant on impressionistic and subjective elements. Specifically, these criticisms suggest that qualitative findings often hinge too much on the researcher's subjective viewpoints, lacking a systematic approach to determining significance and importance. Furthermore, critics point out the close personal connections that qualitative researchers tend to establish with their study participants (Bryman, 2012). The critique is rooted in the belief that qualitative research typically commences in a more exploratory manner, gradually refining research questions or issues. As a result, consumers of the research may find it challenging to understand why a specific area was chosen for attention instead of another (Bryman, 2012).

In contrast, quantitative researchers underline the explicit nature of their problem formulation stage. They articulate their research questions with reference to existing literature on the topic and key theoretical concepts, establishing a more structured foundation for their work (Bryman, 2012).

Moreover, a publication authored by Aspers and Corte (2019) assisted me in comprehending the sequential reasoning behind the recognition of qualitative methods. In their article titled "What is Qualitative in Qualitative Research?" Aspers and Corte (2019) strive to make this concept accessible, even for individuals not well-versed in social research.

First and foremost Aspers and Corte (2019) underline that qualitative research typically focuses on words rather than numbers.

For a more detailed explanation they also (as Alan Byrman, 2012) referred to the researchers like Denzin, Lincoln, and Flick. As a result they agreed that qualitative research is a complex and interdisciplinary field that defies a single definition. It involves interpretation and understanding, drawing on a variety of empirical materials and approaches. Unlike quantitative research, qualitative research focuses on subjective meanings and individuals'

accounts of attitudes, motivations, behavior, events, and situations in specific social and temporal contexts (Aspers & Corte, 2019). While some scholars argue that all qualitative research centers around subjective meaning, others question this assumption. The state of qualitative research and research methods is seen as confused and lacking clarity due to limited usage of numeral data (Aspers & Corte, 2019).

Lastly, Silverman (2012) confirms this description above by stating that the quantitative researchers are not limited to using just numbers in their work. They also provide verbal interpretations of their statistical tables. Similarly, qualitative research also incorporates numbers.

Qualitative research involves interpretation and understanding. It uses multiple methods and approaches to collect empirical materials (Silverman, 2012). It focuses on subjective meanings and individuals' accounts of attitudes, motivations, and behavior. It also considers specific places and institutions in social and temporal contexts. While qualitative research is often described as an interpretative science, quantitative research can also address these questions making it a balanced approach while conducting research in a special field (Silverman, 2012).

## 2.3 Reflexivity

(how far I am bias; being nonfully from Global South nor Global North; identity based bias)

Before describing reflexivity in this research paper context, it is important to first define the meaning and importance of reflexivity. According to Linda Finlay's (1998) article, reflexivity, in a broad sense, pertains to the introspective evaluation of one's own convictions, assessments, and actions throughout the course of a research endeavor, along with an exploration of how these factors might have shaped the research itself. Critical attention is required to several factors that impact the study being undertaken, including environmental, methodological, interpersonal, and personal aspects. Reflexivity reveals obstacles and conundrums. These should be taken into general consideration for all research, but they are more frequently addressed specifically in circumstances when there is a significant gap in the prior knowledge, behavior, and underlying attitudes between the researcher and the researched (Finlay, 1998). Delve and Limpaecher (2022) support Finlay's (1998) approach by describing reflexivity as a process that usually involves reviewing your own opinions, behaviors, and worldviews while gathering information. Finding any personal beliefs that

might have unintentionally influenced the research is the aim of reflexivity. They also describe different aspects of reflexivity, such as cultural, ethical, and etc.

As my research questions include both: quantitative and qualitative research, it is worth mentioning the impact of reflexivity on both of them. Jamieson, Govaart, and Pownall (2023) describe the role of reflexivity in quantitative research by underlining the research questions of academic papers. In their opinion, the researchers also have the potential to influence the likelihood of obtaining their anticipated results. They can achieve this by shaping the research study presentation to participants. While this practice may not necessarily pose an issue on its own, its existence creates an excellent opportunity for a thoughtful introspective examination (Jamieson, Govaart, and Pownall, 2023). It's important to remember that reflexivity's core essence revolves around the question: "What is my impact on the research process?" This question, as highlighted by Lazard and McAvoy in 2020, can serve as a valuable guide for the data collection process. If the researchers in our example genuinely and actively engage with this question, it might lead to variations in their approach to making decisions regarding data collection. Furthermore, if these researchers had previously registered their decisions, it could potentially safeguard them against accusations of biased sampling.

From another perspective, Olmos-Vega, Stalmeijer, Varpio and Kahlke (2022) described reflexivity from a qualitative research approach. In their article they refer to reflexivity as "a never-ending hall of mirrors". Besides describing different aspects of reflexivity impact they share some important insights of reflexivity usage in academic papers. One of them included setting or identifying methodological decisions at the end of the research rather than beginning. In this way, they believe, researchers decrease the risk of being biased and "manipulating" the methodology type to get the expected results that was referred to by Jamieson, Govaart, and Pownall (2023) in a previous paragraph.

Following these descriptions, I would like to explain in what ways my social and professional background can reflect on reflexivity of this research paper.


Main advantage of my nationality includes not being totally from one specific continent. Azerbaijan is one of the transcontinental Eurasian countries. In this case, analyzing content representation I will avoid searching one representation (e.g of Asia) over another (e.g Europe).

However, as I also include textbooks used at schools where I used to teach while writing this thesis, can create a consumption of "protecting" my school from criticism. In this case it's important to mention that in my research work I analyze textbooks, not schools directly.

Generally international schools don't publish their own textbooks but sign an agreement with the publishing companies and obtain or adopt one of the already existing textbooks.

## 2.4 Data selection

To get the access for these books I used the open libraries to borrow these books. A research method that is used is quantitative research. My research included different educational websites, education blogs, direct websites of international schools and finally publishers which were also used at the schools where I have worked. The following points aim to present the main publishing companies that are recognized and used by many international schools as mentioned on their websites. My data/curriculum is based on the reach and influence it has and that is being used by many international schools. This exact selection is about the publishing companies of which textbooks I used to analyze later in my research.

- Oxford University Press

Published books in about 100 languages, which means it reaches 100 different countries. Also known as " the largest university press in the world, publishing for three primary markets: research, education, and English language teaching" (University of Oxford, 2023).

- Pearson Education

Pearson plc is a British multinational publishing and education company headquartered in London, England (Pearson, 2023).

- Cambridge University Press

Cambridge University Press, the publishing branch of the University of Cambridge, is one of the world's oldest and most respected scholarly publishers, offering a wide range of educational and scientific materials across a wide range of disciplines (Cambridge University Press, 2015)

- Hodder education

Hodder Education is a UK-based educational publisher that specializes in producing educational materials for the British curriculum and international qualifications (Global publishers, 2023).

- Houghton Mifflin Harcourt

Houghton Mifflin Harcourt is a leading American educational publisher that provides a wide range of K-12 educational resources, including textbooks, digital content and assessments, to support teacher and student learning (Houghton Mifflin Harcourt, n.d).

- Collins Education

Collins Education is a UK-based educational publisher that produces a range of educational resources such as textbooks, digital materials and teacher support materials for a variety of subjects and grade levels (Collins for education, 2002).

The primary data collection method used in this study was website document analysis. The official websites of the Cambridge, IB, and AP curricula were accessed, and relevant information regarding the initial goals of each curriculum was collected. Data collected includes mission statements, curriculum frameworks, guiding principles, and other formal documents that articulate the objectives of the curriculum.

As a result of this research below are the initial goals of the selected curricula applied at the international school:

- Cambridge Curriculum

Analysis of the Cambridge Curriculum website identified several key goals. These include developing critical thinking and problem-solving skills, encouraging active and collaborative learning, providing a broad and balanced education, and preparing students for further education and employment. The curriculum focuses on developing lifelong learners who become confident, responsible and thoughtful individuals (Cambridge Assessment International Education, 2023).

- IB Curriculum

An analysis of the IB Curriculum website revealed the following main objectives: The curriculum understands and appreciates different cultures, promotes inquiry-based learning, encourages critical and creative thinking, and stimulates global engagement and active citizenship. The aim was to develop human resources with an international mindset (International Baccalaureate Organisation, 2023).

- AP Curriculum

The AP Curriculum website analysis revealed the main goals of the program as providing college-level coursework to high school students, preparing students for college and beyond, promoting academic excellence and rigor, and improving students' critical thinking and analytical skills. includes. The Purpose of the curriculum was to give students the opportunity to further their education in various subjects and prove their skills through rigorous examinations (College Board, 2023).

A data analysis technique that I am using in this case is descriptive statistics. Descriptive statistics is a branch of statistics that focuses on summarizing and describing the characteristics of data sets  (Hayes, 2023). In this case, the first step in the analysis is to count the number of countries mentioned in each of the selected geography books. This involves reading each book systematically and noting how many times each country is mentioned. Once this is done for all the books, the data can be organized and tabulated in a spreadsheet or database. The next step is to sort the data by various factors such as school, high school, college, etc. This requires creating categories or groups for each of these elements and assigning each book to the appropriate category.

## 2.5 Delimitation

Social science as a subject group may appear differently in various countries and curriculums. Still as a part of humanities, it will carry the same goals and structure. According to the UNESCO report (2016), social science as a subject helps to organize and reorganize the world. The importance of this subject also can be noted in two main directions: physical and human. This helps us understand not only the correlations between different cultures and communities but also between humanity (population) and nature overall. Social Science subjects help :

- understand why people behave the way they do and the factors that shape their beliefs, values, and decisions.
- to inform public policies and programs, which can help improve the lives of individuals and communities.
- identify and understand social problems and inequalities, and provide evidence-based solutions for promoting social justice and equality.
- individuals and groups understand and communicate with one another more effectively, which can improve relationships and foster a more harmonious and inclusive society (UNESCO, 2016).

Out of many international curriculums, I decided to choose the ones that do not focus on one country's education system (such as French Lycées) and are more globally represented. Below there is a list of curricula chosen for the research work and quotations from each program's official website describing their main goals in teaching:

a) The International Baccalaureate (IB). According to their official statistics on the websites (2022) currently, 5,500 schools are teaching the IB curriculum in 159 countries. Social science subjects in this particular curriculum are called Individuals and Societies. The main goal of this subject is:

> "The subject encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts." (the IB, 2017)

b) Cambridge curriculum is used in "more than 10,000 Cambridge schools in over 160 countries worldwide" (Cambridge 2023). One of the key concepts of Geography in this curriculum (as a part of the Social Science subject block) is teaching diversity or in the exact quotation "the significance of the similarities and differences between places, environments and people." (Cambridge syllabus, 2020).

c) Advanced placement (AP). Although AP initially was mainly recognized in the United States and Canada, currently more than 100 countries' education institutions accept students based on their AP scores. (AP college board, 2023) AP human geography syllabus contains "Cultural patterns and processes" which focuses on learning about globalization and cultural patterns around the globe (AP college board, 2023).

2.6 Limitations (reasons of selection of curricula; countries;schools; social science)

There were several specific limitations that I had while working on my thesis work. Firstly not all schools reply to the emails sent from the university nor private account to request their textbook details. In other words, lack of online communication was a prior limit. Secondly, not all schools have the same understanding of Social Science overall. Some schools include both, Geography and History, meanwhile others choose one or collide both in one subject calling it Global Perspectives. Nationalistic approach of schools is one limitation that I didn't expect before starting the research. Some schools prioritize their national ideas more, therefore may cancel specific topics either about certain historical events or religions.

## 2.7 Ethical considerations

Confidentiality and data accuracy were my main considerations in terms of ethical approaches. All books used for this research are officially published and used in different books. Access to them was provided, as it was mentioned before, via open libraries such as openlibrary.org . When it comes to the data accuracy I used primary resources only. No secondary resources, such as book review, abstract information or a shorter version of the book ( such as teacher's book or revision version) were included in my research.

## 3.0  Literature Review

A thorough review of the literature seeks to explore the different perspectives, theories, and methods employed to answer this research question. In doing so, we aim to identify gaps and limitations in current knowledge and suggest directions for future research. By considering the existing literature, researchers can identify relevant theoretical frameworks to apply to their studies and guide hypothesis development and research questions (Creswell, 2013). The purpose of this literature review chapter is to critically review existing research in the context of Geography books that are used at international schools. In a broad research that I conducted to reveal existing literature, I found the following main research works. It's important to note that these works do not directly answer the main research questions of this master's thesis but rather introduce the main issue it tries to describe.

"Multicultural Education: Issues and Perspectives", edited by James A. Banks and Cherry A. McGee Banks (2016) is a major contribution to the field of multicultural education. This comprehensive book takes up the complex and evolving nature of multicultural education and examines its theoretical and sociopolitical underpinnings,context and practical implications.

Focusing on building an inclusive and equitable educational environment, this book explores various issues and perspectives surrounding multicultural education. We recognize the importance of recognizing and valuing the cultural, linguistic and ethnic diversity that exists in societies and educational institutions (Banks & Banks, 2016).

Editors James A. Banks and Cherry A. McGee Banks, bring together chapters written by eminent scholars and experts in the field. Through their collaboration, the book draws on a

variety of theoretical frameworks, empirical studies, and practical examples to provide a multifaceted view of multicultural education (Banks & Banks, 2016). The book covers a wide range of topics, including the historical development of multicultural education, socio-political factors influencing educational policy, challenges in implementing multicultural education, and educational practices that promote cultural responsiveness and inclusiveness. increase. It also emphasizes the important role of educators, teacher education, curriculum development, family and community engagement in promoting multicultural education.

By tackling these issues and perspectives, "Multicultural Education:Issues and Perspectives" serves as a valuable resource for educators, researchers, policy makers, and anyone interested in understanding and advancing multicultural education. Offering a unique look at the complexities involved in promoting diversity, equity and social justice in education systems, this book is a must-read for anyone working to promote inclusive educational environments in multicultural societies (Banks & Banks, 2016).

Context of this book mainly focuses on the field of multicultural education. It examines in detail various aspects of multicultural education, including its theoretical foundations, socio-political background, educational practices, and challenges in implementing multicultural education.

The book discusses multicultural education in diverse social contexts, acknowledging the existence of multiple cultures, languages, religions and ethnicities. This helps to recognize the importance of addressing issues related to social justice, equity and inclusion in the educational environment (Banks & Banks, 2016).

Theoretical basis meanwhile examines the theoretical foundations underlying multicultural education. To provide a theoretical foundation for understanding and practicing multicultural education, especially when discussing various theoretical frameworks such as critical race theory, cultural competencies, social constructivism, and cultural pluralism there is.

Although the book focuses primarily on K-12 education, it may also refer to some extent to multicultural education in the context of higher education and adult education. It can explore the impact of multicultural education at different educational levels, highlighting the unique relevance and challenges of each level.

Limitation of this book is not prioritizing the international curricula or education systems in different countries. Analysis of this research work is mainly focused on public schools within the US borders. Below while describing more literature findings it will be more visible on how this limitation keeps repeating itself. Many scholarly works have explored the issue of the unequal context of Social Science textbooks, often constrained by two main boundaries: prioritizing the USA or Western European education systems and international versus public schools. Unfortunately, there is a lack of research specifically focused on the international school society.

Ironically, the literature review of this given topic about the context analysis reveals the same unequal approach editing in textbooks: mostly specific developed regions are being examined about the educational curriculum structure.

There's no specific research that describes the most common and stereotypical case study selections as a graph. I included some of the examples from my own experience with textbooks while teaching and textbooks that I used for this thesis research. Examples below are from two Geography textbooks. Geography for Cambridge International AS & A Level written by Fretwell, Kelly, and Nanson (2017), and Cambridge IGCSE Geography Coursebook Cambers and Sibley (2010). These examples can be divided into Human and Physical geography to make it easier to visualize.

Physical geography:

I. Amazon rainforest: The Amazon rainforest is often presented as an example of deforestation and biodiversity, and is often cited in geography textbooks as an example of environmental problems.

II. Sahara and Sahel region: The Sahara Desert, one of the world's largest deserts, is often used as a case study for arid regions, desertification and poor agriculture management due to the fact of increased borderline of the Sahel area.

III. Japan: Japan is often cited as a case of natural disasters such as earthquakes, tsunamis, and volcanic activity because it is geographically located on the Pacific Ring of Fire.

IV. The Nile River: Often included as an example of a major river system to study river's geomorphology and its significance for agriculture (including dam system, irrigation and flood management) and civilization in ancient Egypt.

V. Great Barrier Reef: It is often used as a case study on coral reef ecosystems and the impact of climate change and human activity on the marine environment.

Human Geography:

I. New York: Because of its size, complexity, and global importance, it is often used as a case study for urbanization,metropolitan cities, and urban planning.

II. Brazil: Often given as an example for the favelas or shanty towns due to illegal housing and overpopulation in some regions.

III. Bangladesh: got to choose for the illegal work sector, overpopulation and flooding issues.

IV. The UK: example of urbanization, industrialization and MEDC (most economically developed country)

These are only a few examples of authors' favorite case study selection due to the fact of them being contemporary.

Work on the literature review revealed some important perspectives of textbooks users published online. One of the examples to introduce the importance of this challenge can be the Geography textbook issue happening in recent years with the map of Ukraine and Russia. In 2021 the Ukrainian embassy in Spain appealed to the country's education minister to withdraw textbooks that refer to Ukraine's annexed Crimea as part of Russia. Bohdan Dovan, a Ukrainian living in Spain, first posted about the textbook on Facebook after being shown a map by her daughter, who goes to school in Madrid (Euromaidan Press, 2021).



(Euromaidan press, 2021)

The embassy of Ukraine in Spain published an official announcement on the importance of announcing similar issue by mentioning:

> "Ambassador Sergiy Pogoreltsev immediately appealed to the Minister of Education and Training of Spain Pilar Alegría regarding a gross mistake made in the textbook 'Social Sciences' for the 6th grade of the school printed by publishing house 'Edelvives.' The issue of withdrawing the entire edition of this textbook from Spanish educational institutions was raised." (Euromaidan Press, 2021)

According to the same news article the same exact issue happened before with the British publishing company Oxford Press and French Larousse company.

The Crimea problem is relevantly new compared to the common misrepresentation of Africa, as a whole continent.

Back in 2001, Garth Andrew Myers published an article on how Africa is represented in introductory textbooks. Myers suggested several common issues after analyzing ten textbooks of different authors from Canada, the US and Britain. One of these challenges is geographical simplification or generalization. This happens when an author applies one specific event as a common general issue for the whole region or in this case continent. As an example Myers notes about Rwanda genocide being presented as something happening in all parts of the continent. Second challenge gets its roots more from the media representation, when books include photos of starving kids, families in very poor living conditions as a visual representation of all Africa. Starvation and access to safe food and water might be a serious issue in particular  areas of Africa, but applying it to all counties within the continent is a great example of textbook misinterpretation (Myers, 2001).

Author also mentions that six books out of ten used Africa is the most common example for other negative topics such as HIV or diseases (such as ebola or malaria). As for the physical geography desertification, as mentioned above, is another favorite case study within the Africa chapter. This time eight out of ten books mentioned the spread of desertification process across the Sahel area.

> "Another text (Knox and Marston 2001, p. 418) does claim that desertification has "not been a simple case of careless overgrazing  by  thoughtless  herders." Yet  thisbook has a satellite image on the facing page labeled as "desertification in sub-Saharan Africa "when the image itself is of one small part of the Sahel (which the book mistakenly claims as synonymous with sub-Saharan Africa)." (Myers, 2001, p. 525)

Myers (2001) sees a solution in updating textbook contexts with recent research progress and results. Geographers conducted new research about the changing economic and physical patterns of Africa but its authors responsibility to include in textbooks to ensure approach to the students.

Unfortunately, Africa is not the only misinterpreted continent in the social science textbooks. Naomi Shinabe in her article published in 2018 analyzed 15 different Geography books used in secondary schools. This research work focused only on Asia and Europe representation in textbooks used in Spain and Japan. Shinabe (2018) in the beginning of her research once again highlights the importance of the textbooks as they are examples of written text that are expected to " be read by entire generations in a compulsory way". Shinabe (2018) refers to Apple and Christian-Smith (1991) to also mention how these textbooks can be adjusted by the students depending on their background, race, gender or ethnicity.

Japan is known for being the central discussion point when it comes to history subject textbooks. East Asia has been a conflict zone for a few generations now and is being described in different ways in all three countries: Japan, South Korea and China. But coming back to the Geography subject, Shinabe (2018) with her research determines the level of Eurocentrism in Spanish textbooks. According to the research findings, Western countries and people are being represented as more advanced or developed compared to " oriental people". In general data analysis Asia was mentioned in a less positive context rather than Europe. Europe's image is 29,9% and 43% positive in Spanish and Japanese textbooks respectively while positive mentions of Asia are 0% and 3.7%. In 29 cases spotted in Spanish geography textbooks Asia is directly being referred to as 'países subdesarrollados' (underdeveloped countries)" (Shinabe, 2018).

It's important to mention that in most cases, as in the case of this research, textbooks describe all Europe in the context of Western region. Not all countries are economically developed in Europe, but those countries are located mainly in the Eastern side of the continent. Textbooks by ignoring this region, visualize the ideal economic heaven by promoting only the West side.

> "These five countries represent 80.3% of all the examples in Spanish textbooks and 72.0% in Japanese textbooks. They are all West European countries and in many cases they represent Europe's prosperity and development. If these countries are taken as typical European examples and Europe's image is built from them, an idealized European image arises." (Shinabe, 2018, p. 686)

In the cited quote above by " these five countries' 'the author refers to France, Germany, the UK, Spain and Italy". Top countries that are most commonly represented in Spanish and Japanese textbooks are " South Korea, Indonesia, China, Singapore, India, Japan and Malaysia" (Shinabe, 2018). All of these countries on the other hand are part of the emerging economy, and since both economically and socially Asia is a lot more complicated, these

specific countries have all the potential to recreate a false image to the continent. Shinabe takes research further by writing in a larger image and reminding us of the concept of Stuart Hall's "The West and the Rest" (Stuart, 1996). This concept is one of the basis of promoting Western ideology and identifying reasons of how non-western cultures are viewed and represented by the West. This concept was first mentioned in 1992 but as several resources above showed, the concept still gets reflected in Geography textbooks used in the modern times. This impact could be generalized into textbooks including : cultural bias and stereotypes, language selection while referring to the specific regions, eurocentrism and selective case studies (Stuart, 1996).

Lastly, Shinabe (2018) mentions how textbooks can also create a sense of belonging to one specific social group by referring to it as "us" and "them". While this strategy may not be a fully negative step in forming a national identity in students' minds, on the other hand it can "evoke a homogeneous national unity". By doing so textbooks get influenced by the local national curriculum standardization in creating an understanding of the larger image of the nation, most of the time ignoring the differences in it. Shunabe (2018) includes examples from the research of Kotowski (2013), where he compares national identification differences between the US and Germany in their textbooks. In the case of the US textbooks society is described as "a nation of immigrants", whereas Germany seems to exclude the fact of immigration as a part of the nation formation process.


The idea of "us" and "them" is also mentioned by Zagumny and Richey (2013) in their research work about the representation of South-West Asia and North Africa. For this research they studied six different world geography textbooks used in high schools. From their analysis "misinformation or the perpetuation of stereotypes" is applied to the religious context.

The article discusses Orientalism and how it affects how Southwest Asia and North Africa are portrayed in global geography courses. The term "Orientalism" is used by Edward Said to describe how Western civilizations have historically created and portrayed the East (the Orient) as exotic, subpar, and other, frequently sustaining preconceptions and cultural biases. In his book "Orientalism," Said critically investigates this historical construction and representation of the Orient (Zagumny & Richey, 2013).


This research can explore how Orientalist viewpoints may affect how Southwest Asia and North Africa are portrayed in geography textbooks used in educational settings. Zagumny and

Richey (2013) raise concerns about how these regions are portrayed in terms of their cultures, histories, and geopolitical situations, and if such depictions uphold Orientalist tropes or give a complex and true picture of the places in question. If in previously mentioned research articles the question of imbalance representation was mostly about the political and economical perspective, this work proves that the problem of simplification of textbooks can lead to a larger conflict on topics such as religion or gender. Zagumny and Richey (2013) throughout their research on six different textbooks they confirm a pre industrial, unsafe image of the so called Orientalist countries and claim of helping those regions to become more modern or Westernized.

> "Islam is repeatedly characterized/constructed as the antithesis of modernity,furthering the Orientalist project of a stagnant Muslim world trapped in the transi-tion between traditional and modern" (Zagumny and Richey ,2013, p. 1342)

The process of updating textbooks to meet the educational standards of particular nations frequently includes altering the content, language, and examples to make them more pertinent and culturally suitable. Here are a few instances of how textbooks could be altered as a result of national adjustments:

Geography and local history should be included: It is possible to change textbooks to contain chapters or parts that concentrate on the history, geography, and culture of the particular nation or location in which they will be utilized. For instance, chapters about the nation's independence movement, significant historical moments, or eminent individuals pertinent to the local setting can be added to a history textbook written and published by a foreign corporation (Zagumny & Richey, 2013).

Foreign language textbooks may be modified to represent the unique dialects or regional variances of the target nation. This could entail changing spellings, terminology, and idioms to reflect regional usage.

Cultural Examples and References: Culturally pertinent information may be incorporated into textbook examples and illustrations. For instance, word problems in math textbooks may refer to situations or local customs that are familiar to students in the target country.

Textbooks need to be modified to align with the learning objectives and content requirements outlined in the nation's national curriculum. To provide thorough coverage of the necessary content, this may entail changing the order of the themes or introducing additional sections.

Historical Perspectives: It's possible that history books will be updated to contain

Local environmental and societal issues can be covered in science or geography textbooks by adding sections on the country-specific environmental problems. This makes sure that kids are informed about and involved in the environmental issues that their communities are facing locally. Considerations for Social and Ethical Issues: Textbooks may be changed to reflect social and ethical issues pertinent to the nation's cultural norms and values. Subjects like civics, social studies, or ethics could fall under this category.Relevance to Regional Context: Geography textbooks may include regional examples, such as geographical features, climate trends, or regional economic activities.The specific alterations made to textbooks will depend on the local country's educational policy, cultural norms, and other factors. It is crucial to emphasize that these examples are broad.

Christopher Merrett (2000) takes another approach to the topic of social studies' textbooks and refers to Freire's view on education, whom we studied during the Master's Program as one of the key figures in education. Freire, Brazilian educator and psychologist, thought that rote learning and authoritarian teaching brought tyranny from the outside world inside the classroom. He challenged conventional approaches that emphasize memory (Freire, 1970). He called it a "banking" method of education, where information is temporarily stored in the student's mind before being withdrawn for tests. The oppressive banking paradigm forbids communication between pupils and teachers. Geographers need to be understanding of those who object to the banking model of education.

Merrett (2000) believes social science subjects,including teachers and textbooks, are key in creating a global citizenship and mindset. However, in order to reach this goal, teachers not only need to use in a regional context well-balanced textbooks, but also emphasis on teaching methods. As Freire mentioned, teaching can change the view of the nation if focused on students and create a rough communication approach with students. In teaching geography this could be reflected as creating an empathy of learners to the different nations living in other countries. This could also help students to become more aware and sensitive to the topics of race, gender and religion. Instead of "injecting" knowledge directly from the assigned textbooks, teachers could create discussion based lessons where learners can share their research, findings and discuss them. As for the international schools since most of the students are representing different backgrounds this could be even more useful and necessary. Sarah Witham Bednarz (2004) in her article analyzed world geography textbooks used in Texas schools. Due to the fact that this is not related to the central research area of my thesis, I still wanted to highlight her research about published works that criticize geography

textbooks. Bednarz, highlights work of authors such as Apple (1991), Gilbert (1989), Johnsen (1993) and states:

> "There has been a substantive amount of research in the last two decades focused on criticisms of social studies books, including those with substantial geography content, for bias and distortion, for failing to present alternative views to the prevailing interests of particular classes and legitimizing current power relationships." (Bednarz, 2004, p. 224)

Based on my personal experience, an international school can also use different local textbooks to get aligned with the national curriculum standards. Purchasing books from abroad is a contract based agreement between the accreditation company and the school. However, having a separate faculty of each subject block can create an environment where teachers usually at the beginning of the year discuss curriculum adaptations and create their own list of reading and learning for students. As there's not a single textbook that can equally represent all regions, countries usually either translate or print their own textbook for specific classes such as History and Geography. This is to ensure understanding of the values and characteristics of the host country for the international students.

In this literature review chapter I tried to describe some of the research articles and books published about international schools or about the Geography textbooks. Main limitation was to find a source where both were included as a part of the core research. As previous statements show, most of the resources available to read and analyze are discussing textbooks either in the context of a single separate country or as in larger context of religion, race or gender.

As a contribution to already existing similar research in this topic, I chose to focus on specific publishing companies described in 2.2. After literature review I also did research on limitations of these publishing companies to identify overlapping notes with my research. The reason I did this research after my own was to avoid any prejudice or judgment prior to actually analyzing any of the selected books.

### 3.1 Findings in limitations of publishing companies.

After not finding a specific research paper criticizing any of the previously mentioned publishing companies (or textbook that was published by them), I decided to check news articles. There is a limited amount of news related to the social science textbook published by the selected companies, however these articles question the entail considerations in terms of race, religion and political background of the country. It is important to note that the examples

of textbooks below certainly were published or used at the international schools. Publishing companies most of the time adjust and change the context of the textbook to meet the expectations of their customers. Not all of these adjustments went well.

The Guardian article written by Alison Flood (2015) published a concern about the social science book of the Collins company where they noted a missing country on a school atlas. To avoid criticism of their Middle East customer, it seems like the publishing company decided to fully erase Israel from the map.



(the Collins Bartholomew atlas, 2015)

Even if the initial aim of such changes might be positive, or as the company itself described: "an ideal school atlas for young primary school geographers", that "enables students to learn about the world today by exploring clear and engaging maps". Also to mention that "specifically designed for schools in Middle East countries" (Alison, 2015). Such adjustment can be turned out to be negative if every company could easily erase a country to gain customer satisfaction.

After facing a lot of criticism from customers on Amazon, the publishing company removed this certain textbook from sale.

This map problem seems to be just the tip of an iceberg. The same year, in 2015, several authors complained about the "ridiculous" requirement of the publishing companies for the global sales of textbooks.

> "Stringent guidelines from educational publishers, that warn textbook authors off touching on topics from pork to horoscopes to avoid offending students in other countries, have come to light amid widespread criticism." (Alison, 2015).

Oxford University Press author for example, in the letter addressed to the Guardian, expressed the restrictions to meet "local expectations" such as: not mentioning pigs or drawing wine on a table. Apparently in order to remind authors of subjects to steer clear of, there is even an abbreviation, PARSNIP: politics, alcohol, religion, sex, narcotics, isms (communism for example) and pork (Alison, 2015).

Pearson publishing company in 2017 had a public criticism towards their textbook called "Nursing: A Concept-Based Approach to Learning". Although this textbook is not directly related to the social science field, the issue that had been addressed was about the racial topic. The photo below is taken from the section "Cultural Differences in Response to Pain" and is supposed to explain how different ethnic groups can react to the pain treatment. However, after one user posted this photo on Facebook page a lot of users joined together to express their bewilderment (Whaley, 2017).
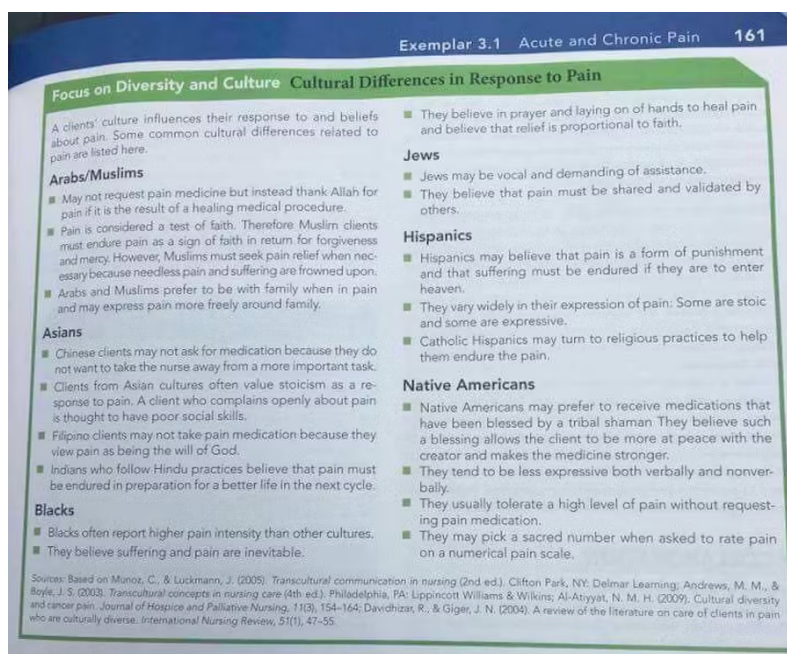


Retrieved from the article (Whaley, 2017)

The confusion was not only about the idea of this classification of patience but a very generalized approach to the ethical representatives. For example, Asia is a big continent with very diverse population groups in all possible ways (race, language, religion etc.) putting all of its population under one single category is a false statement. Another example can be not including mixed race people "So what happens if a Black Jew comes in? Or a Black

Muslim?" mentioned Moore, the Facebook user who published this photo. Pearson later apologized and took this textbook out of sale (Whaley, 2017).

2015 McGraw-Hill World Geography receives online criticism as well, this time about how the Atlantic Slave trade was labelled on the map. This issue was published by several websites such as National Geographic, Times magazine and the Washington Post (2015).
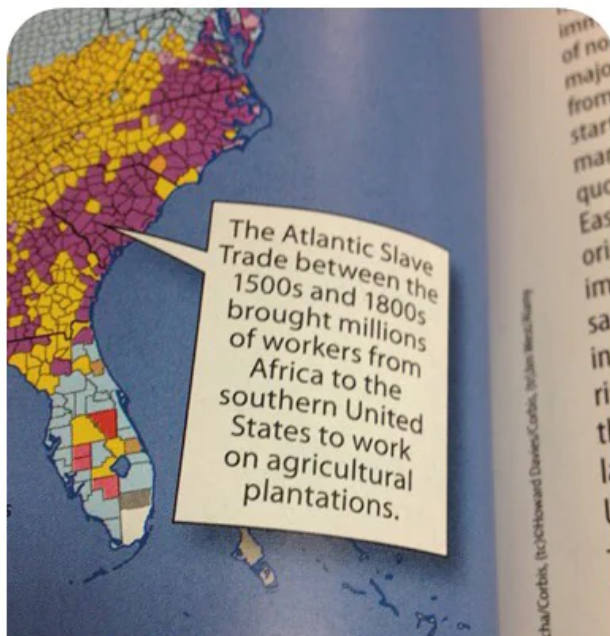


Retrieved from the article (Yang, 2015)

This photo, taken from the Washington Post (2015), was sent to his mother by a student who wanted to clarify with her "workers"word in this context. Concerned (and confused) parents addressed the issue to the company and it was solved later by the McGraw-Hill Education company itself.

> "In calling slaves "workers" and their move to the United States "immigration," the textbook suggests not only that her African American ancestors arrived on the continent willingly, but also that they were compensated for their labor." (Yang, 2015)

Lastly, a relatively very recent complaint from the internet user was about the textbook by Hodder publishing company. A twitter user posted on her page a photo below from AQA (the Assessment and Qualifications Alliance) approved History textbook and addressed the issue about the representation of Native Americans in a given task for students. Task shown here

suggested a debate over the treatment of Native Americans, questioning if the treatment's words were somehow "exaggerated" leaning to the racial injustice.
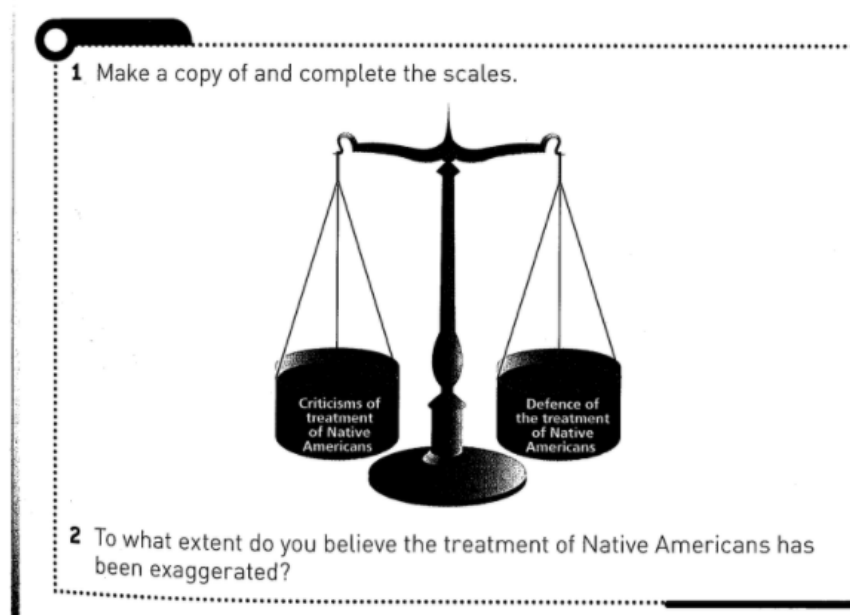


Retrieved from the article (Wood, 2021)

As in all previously mentioned examples, the publishing company had to withdraw this textbook. This is not the first time Hoddler publishing company was criticized for its textbook. When it was revealed that in the 2018 Sociology textbook for high school students, which the national test board had first authorized, made statements that dads in the Caribbean are "largely absent" and that children in those communities are handed between relatives, it sparked uproar. Several society groups were unsuccessfully described on the same textbook:

- "The typical Chinese family is a strongly patriarchal (male-dominated)
- "In Sub-Saharan Africa, individuals belong to a wide kinship network rather than a single family unit," it continues. "If a wife does not have children then she can be replaced and the husband can take another wife."

The sociology textbook, which is used to instruct kids between the ages of 14 and 16, has no mention of any particular nation in Sub-Saharan Africa. Within the region, which consists of 46 nations, there are more than 1,000 different languages spoken in addition to a vast spectrum of different cultural norms and values (White. N, 2018).

Overall, it seems that active usage of social media helps to identify and faster address the textbook content issues, sometimes directly to the publishing company to solve the issue. Luckily all the examples given above have a positive ending, where the company accepts its mistake and reassures in changing its content or taking out sales. These examples show once

again how sensible the topic of nation representation can be, and that even publishing companies with years of experience and textbooks after being confirmed by the examination or national curriculum representatives can still have some false statements.

### 3.2 Literature findings about IB curriculum

There were several articles examining the IB curriculum and its content. However, most of them were about different subject fields which I didn't use in order to not lose track of my central topic - Social Sciences. IB school, as two other curricula I've chosen, promote the idea of raising a global citizen. Andrea Christoff (2021) in her research article explains how educators can reflect their purposes of raising a global citizen by teaching based on the IB curriculum. Initially Christoff (2021), defines the curriculum approach of IB and therefore schools teaching IB programs. Rather being a specific curriculum type IB is more about teaching philosophy that emphasizes on creating a vision on the world and events that happen around the world. Christoff states that this is particularly the reason for IB's popularity among the schools and educators. In their official website as Christoff states, they also explain the Learning Profile approach. It is a list of character traits intended to guide schools, parents, teachers and students as they make curricular and personal decisions. Although this approach may seem approachable and the right way to apply, IB has been criticized for producing global citizens who are primarily focused on what being global can accomplish for them, rather than what they can achieve through personal engagement in the world, as a Western Centric system that functions as a colonial endeavor (Christoff, 2021). IB officials have admitted that this criticism's roots are in the Western worldview, but they also believe that non-Western perspectives are becoming more prevalent in IB programs. However, another study of IB directors stationed in Europe discovered that many of them made decisions based on their own Western Christian values and educational backgrounds (Gardner-McTaggart, 2019). This response brings back the concept of "The West and the Rest" by Stuart Hall's which was previously mentioned. Christoff (2021), conducting her research based on one social science teacher who used IB textbook and syllabus to teach about the global view and approach. Christoff, as one of the study findings mentions once again that social science teachers have more freedom to adjust the program according to their learners' backgrounds versus other subjects. However, not all teachers understand, realize or know how to do this. Publishing companies that provide textbooks for such IB curricula expect teachers to use their professional knowledge in adjusting to the students needs. Meanwhile teachers expect publishing companies to provide all necessary instructions or provide better communication to ensure aligned progress in the global citizenship approach. This may seem as a close circle,

however depending on a state, region and school administration can hold different training and brainstorming sessions to help educators with the syllabus and learning materials adjustments.

Unlike IB, for Cambridge and AP curricula there was no specific research article that I could refer to. However, all three of them share limitations such as: The IGCSE syllabus covers a wide range of geographic issues, although because of time restrictions, it may not go into great detail on some of them. There may be some significant geographic difficulties and complications that have been removed or simplified. Limited Regional Focus: The IGCSE Geography syllabus frequently has an emphasis on global issues, although it might not sufficiently explore the unique geographical aspects of some regions. This may result in a lack of comprehension of the distinctive difficulties that exist in various regions of the world. This is due to the fact that the examination center is located in the UK and examiners are hired and trained by program owners directly. Overall, even if schools are located in different locations the epicenter of the source is still located in the West.

4.0 Chapter Four: Theoretical Framework

    4.1. Introduction

Any research study's foundation is its theoretical framework, which offers an organized and methodical methodology to direct research, analysis, and interpretation. It consists of a group of related ideas, precepts, and presumptions that provide a lens through which scholars can investigate and comprehend a particular event. This introduction seeks to clarify the fundamental components of a theoretical framework, including its basic ideas and the role they play in directing the research process. The study is strengthened in the following ways by the theoretical framework.

The reader can critically assess theoretical premises when they are stated in an explicit manner. The researcher is connected to existing knowledge by the theoretical framework. You are provided with a foundation for your hypotheses and method of research selection, guided by a pertinent theory.

You are compelled to answer the why and how questions by outlining the theoretical presumptions of a research investigation. It enables you to go beyond merely describing an observed phenomenon to making generalizations about different facets of that phenomenon.

Researchers can recognize the boundaries of those generalizations with the aid of a theory. A theoretical framework identifies the important factors that affect an interesting phenomenon. It prompts you to consider how and under what conditions those crucial elements might change (Trochim, 2006).

## 4.2 Theoretical concept of Global Citizenship

The idea of global citizenship has emerged as an important educational objective for promoting understanding, empathy, and responsibility among young students in an increasingly interconnected world. The incorporation of global citizenship concepts into textbooks becomes crucial as international schools serve a varied student body from various cultural origins. This study examines the significance of global citizenship as a fundamental idea in the structure and content of textbooks for international schools with the goal of better understanding how these teaching tools might promote the development of socially responsible, culturally sensitive, and globally aware people.Global citizenship encourages people to embrace an inclusive and caring worldview and urges them to acknowledge their interconnectedness with the globe across national boundaries. Textbooks are essential in forming students' viewpoints, attitudes, and behaviors as international schools work to educate them for a society that is increasingly interconnected and complex. Textbooks can be effective instruments in developing a generation of young learners who are actively involved in addressing global concerns and supporting positive change by incorporating global citizenship ideals in these educational resources.

The study looks at how global citizenship themes might be included into different disciplines in international school textbooks to foster students' understanding of international issues, cultural diversity, and environmental sustainability. It looks at how these novels can promote intercultural awareness, inspiring pupils to value many viewpoints and empathize.

Although the idea of global citizenship is not new, it has more significance than ever before in the current world, because all people on the planet now bear responsibilities for maintaining global awareness. "This concept originated in ancient Greece around the 4th century, when the Greeks coined the word 'cosmopolitan', which means 'citizen of the world. Over the centuries, global citizens have evolved into open-minded, world-travelling, and inclusive people," says Micha Emmett, CEO of London-based civil rights consultancy CS Global Partners (CS Global Partners, n.d.).

The United Nations on their official website identifies the concept of Global Citizenship as "Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale.".

CS Global Partners which is a leading government consulting and marketing company, describes global citizenship in practice as the European Union. All citizens of EU member states can live, work, pay taxes and vote freely in all other member states. These individuals are therefore considered European citizens as well as nationals of their respective countries. Another type of world citizenship applies to those who hold multiple passports. Due to the increase in economic immigration, more and more people are being held in multiple countries at the same time and as a result have dual citizenship. As a result, for many, the idea of being a citizen of a country has become obsolete (CS Global Partners, n.d.).

The idea of "global citizenship" has developed over time and is not specifically credited to one person or organization in particular. However, it rose to prominence as a teaching strategy to encourage students' participation with and sense of responsibility for global concerns in the late 20th and early 21st centuries. Global citizenship education has been developed and promoted by a variety of educational philosophers, institutions, and institutions of education. However , there are some key figures having a main influence in the global citizenship concept in the context of education. One of them is UNESCO (United Nations Educational, Scientific and Cultural Organization). As an organization UNESCO which plays a crucial role in educational reforms and setting education standards around the world. Global citizenship is mentioned in their Education 2030 Agenda and Framework for Action, in Target 4.7 of the Sustainable Development Goals (SDG 4 on Education). UNESCO sets a new standard of education not only about basic literacy skills (writing and reading) but also creates individuals for a better future society (United Nations, n.d.).

Marshall (2010), mentions how different organizations,companies, including international schools conceptualize the term "global mindset" in four various ways: historically, culturally, politically and geographically. (p. 183). Marshall (2010) simplified Weenik's (2008) approaches in selecting tools to raise a global mindset. Students of the modern age need to be aware of other cultures in a respectful way to become open-minded; understand the challenges of modern day or be aware of socio-economic stages in different areas; be actively interested in engaging with different cultures and have an impact in solving problems. Schools in this case need to provide all necessary resources to create a bridge in order to connect these points with a learner.

Global citizenship concept, besides its supporters, has also received a lot of criticism. As it was mentioned before, this criticism is not related to the concept itself, but rather its influence and adjustment in educational institutions.

Clark and Savage (2017), express one of the problems related to this concept is being not clean. Despite being a joint goal of many institutions the meaning of this term differs every time depending on the context. The term "global citizenship" is nebulous and susceptible to several interpretations. The notion might not be applied consistently across schools if there isn't a widely accepted definition and context. The risk of not having a globally accepted single definition may lead to the state as they describe "that it risks meaning *everything and nothing* at the same time" (Clark and Savage, p. 419). Clark and Savage (2017) to analyze the practical interpretation of this concept had a fieldwork in one of the international schools of Thailand. From the summary of their research, they note that even in one school teachers of different subjects can have a variety of views on the concept of a global citizenship. Every international school accepts conditions of working towards this connection, however in practice most of the educators don't have a clear approach to it in the classrooms. Some critics, including Clark and Savage (2017) In this view, being a global citizen is essentially a matter of economic need and a form of insurance against global risk in a world that is getting more linked and competitive. This side of global citizenship can be also viewed as a part of the cosmopolitan orientation in schooling. The concept of a single, cohesive global society, where people should identify as "citizens of the world" rather than being restricted to their national or local identities, is at the heart of the cosmopolitan school of philosophy.

Taking into consideration these debates about the definition of global citizenship concept. I searched for the meaning and techniques of approach of three international curricula that are part of my thesis.

*IB definition of 'global citizenship'*: on their official website, IB representatives do not directly refer to the term but instead replace it with other phrases such as " global community" or "world citizen". The IB program is actually to avoid the cosmopolitan perspective of this concept, clearly stating that one of their main goals is " to understand and celebrate differences within our community, while recognizing and valuing the things we have in common" . This statement covers all possible questions about the generalizing issue of the concept of globalization, at least in theory. They also state a strong emphasis on language acquisition and encourage students to become multilingual. By doing so they aim to

encourage cross-cultural communication and understanding, two skills necessary for global citizenship. But this approach is widely used and is not something unique about the IB program (International Baccalaureate, n.d.).

*Cambridge definition of 'global citizenship':* similar to the IB program. Cambridge also doesn't not mentioned the concept directly, instead describing the curriculum as:

"Our curriculum is flexible, challenging and inspiring, culturally sensitive yet international in approach"

Unfortunately there's no single straight-forward definition on how the Cambridge curriculum approaches the "culturally sensitive" context. However, it is important to note that there is a separate subject called Global Perspectives that is dedicated to creating skills necessary to the future world. Collaboration and research on different world related challenges are part of this subject. The syllabus of this subject offers a range of challenges that teachers and students need to solve by working in teams. The interdisciplinary method used by Cambridge Global Perspectives encourages students to make connections between ideas and information from other disciplines. This enables students to comprehend the interconnectedness of global challenges including poverty, climate change, and human rights as well as the demand for coordinated solutions. By fostering responsible global engagement, Global Perspective subject creates a link between all other school subjects to the real life challenges and promotes positive and ethical solutions to them.

*AP definition of 'global citizenship':*

Compared to the IB program the AP program offers a variety of individual courses and is primarily concerned with preparing students for college-level work. Having a straigh-forward goal about the examination score, on the official website of AP there wasn't any specific reference to the concept of global citizenship. However, one of the offered subjects, AP Human Geography is described as "The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints." (College Board, 2019). This course also consists of topics such as "Cultural patterns and processes" ,"Population and Migration" and etc.  Negative side of this

subject is being elective which means only students who actually choose to study AP Human Geography will be familiar with its context (College Board, 2019).

Muller (2012), mentions that international curricula such as the International Baccalaureate, the IGCSE, and the AP are insufficient on their own to attain an education toward an international mindset as they do not necessitate the development of such understanding owing to test requirements. Together with other elements, such as the secret curriculum, they can have a significant influence on internationalist views. Muller (2012) conducted research in five different international schools located in Japan, the USA, Venezuela, the Philippines and the Netherlands. In this research he reveals the perspective of curriculum leaders on global mindset. During the analysis one of the findings mentioned two central ideas in international schools: market or ideology. Ideally these two factors should balance, however, in recent years more cases have been revealed with the leading market purposes. Schools work harder to make their customers (parents) happy by providing all the technical points and pay less attention to the context of curriculum. In accordance with the foregoing, the governors and management of the schools must be dedicated to the goal of increasing global awareness, and this commitment must be expressed in both their formulation of policies and their contacts with the public. They must exhibit high degrees of cultural sensitivity, and their attitudes and deeds must be motivated by a firm belief in the organization's goals and values.

Overall, the concept of global citizenship is well-known among educators and scholars. This concept is gaining more popularity in modern age due to the global issues that are getting recognized more because of the easy internet access. However, as all examples above showed, not having a particular definition and instructions of applying make this concept not well balanced. As a result even well-recognized international curriculums don't have a common share of description of this content.

## 4.3. Decolonization in/of education

According to the National Education Union, decolonization in education means examining the drawbacks and biases of the current curriculum, the gaps in initial teacher training, and the political and social legacies of colonialism and how they have impacted educational policies

are all part of the process of decolonizing education. Supporters of this theory examine existing literature used at school by the dominance share of the West. Although colonization is not a modern practice, modern education can still have a major impact from it. Peruvian sociologist Anibal Quijano, had a major contribution to the theory of decoloniality. It's important to mention that decoloniality and decolonization although can be mentioned by different scholars as a similar term, in the case of decolonization means physical form of colonization, while decolonization refers to the mindset (Trembath, 2023). Quijano's main point of argument was different ways of data representations in society and education. As for many years in the past century educational (due to industrial) power belonged to the Western countries, they were responsible for the reflection of the historical events. Therefore many educational materials are described from the western view.

As an example for this theory I would like to write about my own experience as a student when I was at middle school. Having a similar curriculum program in social science subjects of Azerbaijan and Russia, due to the research institutions of the USSR, this case applies therefore to the books used in Russia as well. Studying geography at grade 6 we learned about the "Great Exploration Age" which mainly included the exploration of the New World. However, explorers (travelers) such as Vasco de Gama were represented as "the heroes" for their accomplishments and all the viewpoints of local people of India were not mentioned at all. I did research on the Geography books used at public schools, and spotted the same pattern. Geography books still continue showing only the European perspective of these discoveries and keeping a silence on the indigenous people's perspectives. Many yeast, after, for my Bachelor's degree research, I had a chance to have an interview with the embassy of India in Baku. When I asked him about the assumptions on Vasco de Gama, he claimed that for people in India he is not so different from a pirate who invaded a foreign country (Letyagin, 2013).

Mignolo (2018), as one of the supporters of Quijano's theory, named the decoloniality concept as the colonial matrix of power. Mignolo claims that knowledge is the essential key to control the society and if only one group can be in control of the knowledge creation this could result in a great loss. He criticized even more by using a pedagogical metaphor - puppeteer.

> "You do not see the puppeteer, you only see the puppets. You are drawn by the poppets by their dialogue. What you see and hear is the content of the conversation. In order to "see" the terms of the

conversation you need to disengage from the illusion and focus on the puppeteer behind the scenes" (Mignolo, 2018, p.144)

Later in his work he also notes about the ancient Chinese or Aztec civilizations, and the ability to analyze their history only based on our own knowledge. The correct way for it would be to analyze the Chinese or Aztec civilizations based on their own writings and then compare with what other civilizations wrote about them. By mentioning this Mignolo once again confirms "impossibility of seeing outside of a Western/modern/colonial epistemological frame" (Mignolo, 2018).

Matasci, D. (2022) writes about the definition of decolonization in the context of education. Matasci (2022) suggests that decolonization of education is about changing and rebuilding the education plan to reorganize knowledge left from the colonial times in cultural, economic and social levels. On the another level, definition for this concept can be creating new educational resources that are less Eurocentric and racist. In historical experience, education served as a "central role in "colonialism's "civilizing mission" in Africa and Asia." (Matasci, 2022, p.762).

This scholarly review essay discusses five books that explore the decolonization of education in Africa, particularly in South Africa. The books shed light on the historical realities of colonial education, the Africanization of knowledge production, and the political and militant dimension of the decolonization debate. The first book, "The Conquest of the African Mind" by Silvester Trnovec, examines the history of education in French West Africa, focusing on Senegal. It highlights how education was used to justify colonial rule and shape a racial hierarchy. The second book, "The Changing Face of Colonial Education" by Peter Kallaway (2021), delves into the complexities of educational policies in Africa during the colonial era, emphasizing the role of various actors and the transnational circulation of ideas. The third book, "From Ivory Towers to Ebony Towers" edited by Oluwaseun Tella and Shireen Motala (2020), explores the decolonization of humanities curricula in South Africa and African-American studies, offering examples of Africanization initiatives and a discussion on the challenges and alternatives in knowledge production. The fourth book, "Black Academic Voices" edited by Grace Khunou, Hugo Canham, Katijah Khoza-Shangase, and Edith Dinong Phaswana (2019), presents personal accounts of black academics in South Africa, highlighting their experiences of marginalization, but also resilience and resistance. The fifth book, "Renewing Workers' Education: A Radical Vision" edited by Linda Cooper and Sheri Hamilton (2020), examines workers' education as a tool for social advancement and the

building of an alternative society. It emphasizes the need to go beyond a utilitarian view of education and empowers workers through class-based knowledge. The essay acknowledges the complexities and ambiguities of colonial education, the agency of African actors, the need to Africanize knowledge, and the challenges of decolonizing academic disciplines. It also discusses the political and militant aspects of the decolonization debate and the importance of individual and collective resistance. Overall, the books reviewed contribute to the understanding of the historical and present realities of (post)colonial education, offer insights into African perspectives, and encourage critical reflections and transformations in knowledge production and education systems (Cooper & Hamilton, 2020).

The following adjustments would probably need to be made for international schools' textbooks to become decolonized:

- Diverse viewpoints: Textbooks would aim to integrate contributions from many cultures and regions, covering historical individuals and events from various corners of the world. This would present a more impartial view of world history and accomplishments and shift the focus away from being Eurocentric or Western-centric.
- The goal of inclusive representation is to ensure that different identities, such as gender, ethnicity, race, religion, and socioeconomic status, are represented in textbooks. This entails highlighting people from varied origins who have made noteworthy contributions to various fields.
- Reassessing Historical Narratives: In order to give a more realistic representation of historical events and to challenge historical biases and inaccuracies, historical events and narratives would be closely examined. This could entail taking into account the viewpoints of formerly colonized areas, indigenous peoples, and other marginalized groups.
- Recognition of Colonial Legacy: Textbooks would discuss how colonialism affected many civilizations, looking at how it affected economies, politics, and culture. This might also entail talking about the effects of colonialism on the existing disparities and power structures in the world.
- Improving critical thinking skills: Textbooks would urge students to think critically and question current narratives rather than presenting history and knowledge as unquestionable facts. With this strategy, students would have a deeper comprehension of the complexity and subtleties of historical and current events.

- Including Local Contexts: Students from various ethnic backgrounds frequently attend international schools. Decolonizing textbooks may entail including local histories, customs, and viewpoints pertinent to the host nation or region of the pupils.

- Redefining National Identity: Textbooks may explore the idea of numerous identities coexisting within a nation or region rather than the idea of a single, dominant national identity. As a result, inclusion and respect for cultural diversity may be encouraged.

## PART 2

5.0 Chapter Five: Results (Findings)

5.1 The research design

Research design of this thesis work includes categorization of different Geography books used at the international schools. This was made in an attempt to create a simple yet informative insight of each textbook. By categorizing every textbook I describe each of them both in quantitative - adding numeral data; and qualitative data - mentions of topics. To identify which book to use at first I searched for the most common or popular publishers among the international schools. I organized findings by dividing them into separate paragraphs. The selection of these ten books, as mentioned before, is based on their popularity among the international schools. I tried to choose books from different publishing companies to better represent the pattern of geographic representation. I categorized books used in my research in following areas:

- Book's title. Usually each book comes along with the revision version of it. Since revision versions usually tend to include summaries I tried to avoid them and include only the full version.

- Year of publishing. As a subject Geography is not permanent, especially the human geography branch. Numbers, data, borders of countries can change within specific timelines. I tried to get access to the recent books published after 2010, however it is worth mentioning that not all international books are updating books yearly.

- Publisher. Name of the publishing companies.

- Curriculum. This is one of the basis of my research, therefore I specifically chose books published and used for the selected curriculum types.

- Continents. To make the selection and data organization easier, I put countries into continents. From a larger to a smaller scale further this data will be used to better visualize outcomes.

5.2 Data analysis

The initial purpose of this chapter is to analyze the original purpose of the International Baccalaureate (IB) and Advanced Placement (AP) curricula of the University of Cambridge, International Schools, using information available on the official website. Another purpose of this analysis is to gain insight into the stated goals of these curricula and to understand how they fit into the educational needs and goals of international schools. This chapter provides an overview of the research design, data collection methods, and analytical techniques used to study the original purpose of these curricula, based on the information provided on the website.

The primary data collection method used in this study was document analysis from the websites. The official websites of the Cambridge, IB, and AP curricula were accessed, and relevant information regarding the initial goals of each curriculum was collected. Data collected includes mission statements, curriculum frameworks, guiding principles, and other formal documents that articulate the objectives of the curriculum.

As a result of this research below are the initial goals of the selected curricula applied at the international school:

-   Cambridge Curriculum

Analysis of the Cambridge Curriculum website identified several key goals. These include developing critical thinking and problem-solving skills, encouraging active and collaborative learning, providing a broad and balanced education, and preparing students for further education and employment. The curriculum focuses on developing lifelong learners who become confident, responsible and thoughtful individuals (Cambridge Assessment International Education, 2023).

-   IB Curriculum

An analysis of the IB Curriculum website revealed the following main objectives: The curriculum understands and appreciates different cultures, promotes inquiry-based learning, encourages critical and creative thinking, and stimulates global engagement and active

citizenship. The aim was to develop human resources with an international mindset (International Baccalaureate Organisation, 2023).

- AP Curriculum

The AP Curriculum website analysis revealed the main goals of the program as providing college-level coursework to high school students, preparing students for college and beyond, promoting academic excellence and rigor, and improving students' critical thinking and analytical skills. includes. The Purpose of the curriculum was to give students the opportunity to further their education in various subjects and prove their skills through rigorous examinations (College Board, 2023).

In my thesis work I use Johnsen, Egil Børre's research book (1993) as the epicenter of my research framework.

"Textbooks in the Kaleidoscope: A Critical Survey of Literature and Research on Educational Texts" is a book written by Egil Børre Johnsen, a researcher in the field of education. The book provides a critical survey of literature and research on educational texts, with a specific focus on textbooks.

The book covers a range of topics related to textbooks, including the history of textbooks, the role of textbooks in education, the production and dissemination of textbooks, and the evaluation and selection of textbooks.

The book also examines the ways in which textbooks can shape students' understanding of the world, and the influence of textbooks on students' attitudes and beliefs (Johnsen & Sivesind, 1993). It also explores the issues of cultural representation in textbooks, and the role of textbooks in promoting or reinforcing certain ideologies, which is focusline of my thesis work.

The issues of cultural representation in textbooks, and the role of textbooks in promoting or reinforcing certain ideologies can be a problem in the modern age for several reasons:

Inaccurate and biased representation in textbooks, presenting a narrow and distorted view of certain cultures or ideologies, can perpetuate stereotypes and inaccuracies, leading to misunderstandings and prejudice among students. Moreover, it can perpetuate harmful biases in society. When textbooks only offer one cultural or ideological perspective, students may miss exposure to diverse viewpoints and ways of thinking. This limitation can restrict their understanding of the world and their ability to navigate different cultures and perspectives. Textbooks that reinforce specific ideologies, such as colonialism, racism, or nationalism, can perpetuate oppressive systems and contribute to the marginalization of certain groups of

people. Furthermore, textbooks promoting a single viewpoint or ideology may discourage students from questioning and critically evaluating the information presented to them, thereby limiting their ability to think critically and make informed decisions.

Overall, the book shows a comprehensive and critical examination of the literature and research on educational texts, with a focus on textbooks, and aimed to help scholars and educators to better understand the role and impact of textbooks in education.

Johnsen (1993), provided many examples of how different countries create Textbook Research Centers, where researchers analyze textbooks and create exchange of textbooks with other countries as well. Usually this research is conducted by the university departments of education faculties or National agencies.

These centers conduct research on various aspects of textbooks, including their design, production, dissemination, and use in the classroom. They also provide resources and support for educators and policymakers in the field of education.

## 5.3 Textbooks and the context of Case Studies

Going back to the core research question for this study are:

1. What are the criteria for choosing Case studies in Social Science textbooks?
2. To what extent do international curriculum textbooks perpetuate or challenge stereotypes and prejudices about different regions, and what can be done to promote more inclusive and nuanced representations of these regions?

To answer the first research question on the criteria of choosing Case Studies, there is a very interesting survey conducted by Ellie Darlington and Karen Dunn. In 2015 Darlington and Dunn held a survey where they asked teachers and Cambrdidge centers about the selection of Case Studies for the geography lessons. As a result they received 110 responses from teachers and head of Social Science faculties. This research also helped to identify some of the most common Case Study selections among teachers.

> "Popular case studies included China's one-child policy (named by 17% of participants), 2005's Hurricane Katrina (14%), the 2004 Boscastle flood (11%) and the 2010 Haiti earthquake (10%)." (Darlington and Dunn, 2015, p. 21)

Another important finding of the research is the reasons for Case Study selection. Educators tend to choose the same Case Studies as they already have enough online and offline learning resources. Students to finish the assignments or get prepared for the exam can easily find

more information on these Case Studies. Teaching the same case study every year also makes it easier for educators in the context of lesson planning.

Lee J. and Catling S. (2017) support this idea in their article by mentioning how it is easy (in a practical sense) to use "old and overlooked case studies" rather than adding new ones with the probability of limited resources.

However, about 58% of teachers described the main influence of news in the selection of case studies. This helps to some extent update the context of the lessons and bring more recent and trending new highlights to the class environment.

Keeping in mind that this article was published in 2015, I think we can also support this approach with the help of social media. News is getting spread much faster in recent years and in fact in most cases students can easily give their own examples about the case study topics. Engagement and motivation of students in finding, researching and discussing selected case studies are crucial and in fact is one of their major uses according to Jones and Lambert (2012).

Hicks, K.A.J in his work named Yawning Sixth Formers: An action research project examining how we can move beyond passive (2010) describes more about the essential use of case studies also relying on Davies and Wilcox (2003). Two other reasons for case studies are making lessons interactive and connecting theory with real life examples (practice).

From the authors' perspectives, inclusion of new case studies is not something easy. Authors are expected to actually visit and observe areas and locations that are intended to be included in a textbook and collect related materials.

Lee J. and Catling S. (2017) conducted interviews with seven authors asking detailed questions about the selection of the case studies. In England it is a common case that private publishing companies write and provide schools with the learning materials. Apparently such publishing companies also do not need any particular permission from the government departments. This research is relative to my first research question since one of the curriculum that I chose for this thesis is Cambridge. Giving such independence to the local publishing companies, the country creates a fair competition and a large range of choice in selection of the textbooks from one hand. On the other hand, it is becoming schools' responsibility, maybe more specifically head of departments, to choose textbooks that perfectly match with the learning goals.

Although this research only includes British authors it is important to note that, most of the authors for the textbooks used at the international books are as well British.

Lee J. and Catling S. (2017) identified several key factors influencing case study selection of the authors.

"Several distinct categories were identified. These were relevance to the theme "consistent with the National Curriculum", "existing personal knowledge or experience", "being contemporary issues", "geographical balance", "pupil engagement", and "importance".

(Lee J. and Catling S., 2017, p.9)

Authors that participated in the interview also mentioned the importance of their experience with the relevant case study. For them it's important that they had either personal experience, such as research and interviews with the survivors of the particular event, or have a great background. Only "several" authors of the primary textbooks mentioned about the balancing the selection of case studies in the context of representing world regions equally. Lee J. and Catling S (2017) explain this pattern with strict requirements of the examination office required for the secondary students. Participated authors also mentioned the length of the textbook being one of the main limitations in providing a range of case studies from different continents.

When it comes to the second core question of this chapter:

To what extent do international curriculum textbooks perpetuate or challenge stereotypes and prejudices about different regions, and what can be done to promote more inclusive and nuanced representations of these regions?

It is worth mentioning that unlike other school subjects, the context of Geography, especially Human Geography, is constantly changing due to political and economical events. In the following subchapter I analyzed ten different textbooks previously mentioned in chapters 2.1 and 2.2  publishers. The information is visualized in form of tables and later in chapter 5.4 detailed explanation of every textbooks' Case Study selection is described.

### 5.3.1 The IB curriculum textbooks

1. Oxford IB Diploma Programme: Geography Course Companion.

Authors are Garrett Nagle and Briony Cooke.
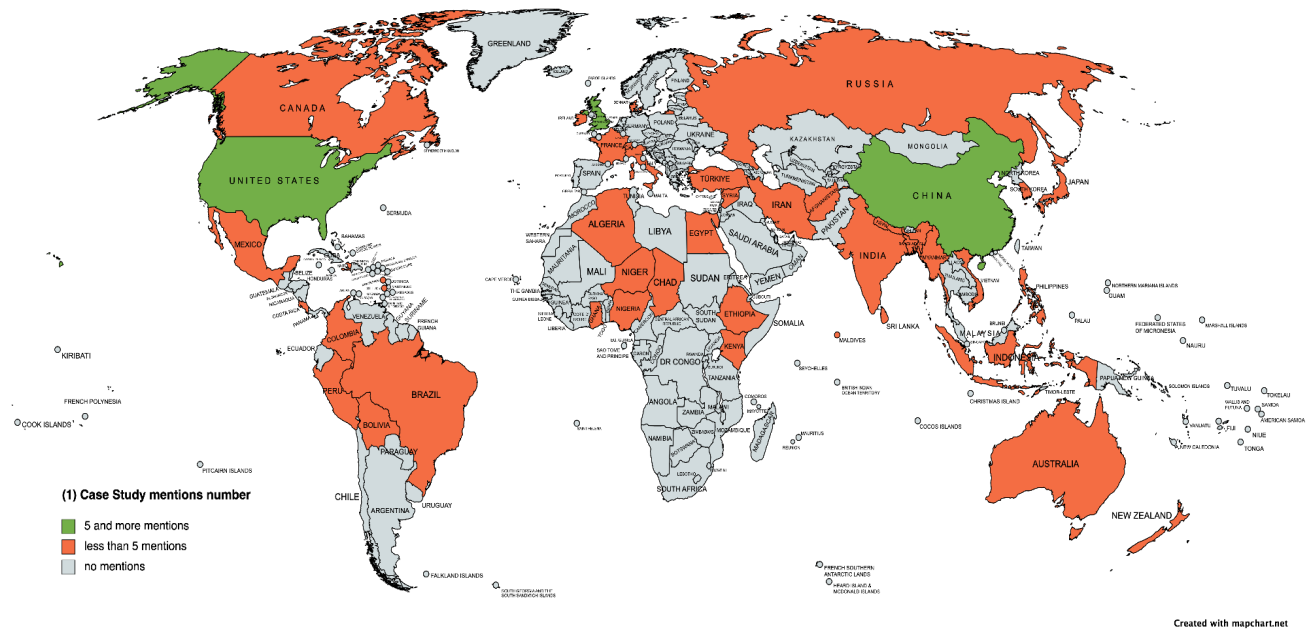
Publishing date : 02/03/2017

Curriculum: the IB

Publishing company: Oxford University Press

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | South Africa (8), Ethiopia (2), Kenya,Egypt, Nigeria (3),Sahel and Sahara (Algeria, Niger,Chad) Ghana (2) | 19 | Climate and natural disasters (Ethiopia, Ghana,Sahara); energy (Sahara); tourism, food security, settlements, population (South Africa); crime (Nigeria twice); economy (Ghana and Nigeria) | balanced |
| Asia | Russia 2, Japan (Sakhalin?), China 5,Nepal 2,Iran, Afghanistan,Bangladesh 3,Maldives,Myanmar,India 4, Sri Lanka, South Korea 4, Turkiye, Syria Indonesia, Vietnam, Philippines, Middle East (not all countries) | 32 | Natural hazards (Bangladesh,Philippines, Nepal, Sri Lanka and India); tourism (Nepal, China and Maldives); resources (Middle East, Russia, China and Afghanistan); urban settlements changes (South Korea and China); pollution (India, Iran and South Korea); population changes (China, India and Russia); aging population (Japan); migration and war (Syria); economy (Vietnam, China and South Korea) | 5 negative mentions |
| Europe | the UK 5, | 12 | Tourism (the UK and Italy); | 2 negative |

| | Ireland 2, France 2, Switzerland, Denmark and Italy | | climate changes (Denmark and the UK); population changes (France and Denmark); glaciers (Switzerland) | only |
|---|---|---|---|---|
| Australia and Oceania | New Zealand and Australia | 2 | Natural hazards | negative |
| North America | the US (12), Canada and Mexico | 14 | Natural hazards, tourism, food security and urban environments(the US); economy (Mexico and the US); climate changes (Canada and the US) | Mostly positive |
| Central America | Costa Rica | 1 | Tourism | positive |
| South America | Peru, Brazil, Bolivia and Colombia | 4 | Human development (Colombia and Bolivia); tourism (Peru) and food security (Brazil) | balanced |
| Caribbean | St Lucia, Montserrat and Haïti | 4 | Natural hazards (Haiti and Montsalvat); coastal management (St Lucia) | balanced |

Map for a visual representation of Case Study mentions.

(1) Case Study mentions number
- 5 and more mentions
- less than 5 mentions
- no mentions

Created with mapchart.net

2. Geography for the IB diploma. Global interactions

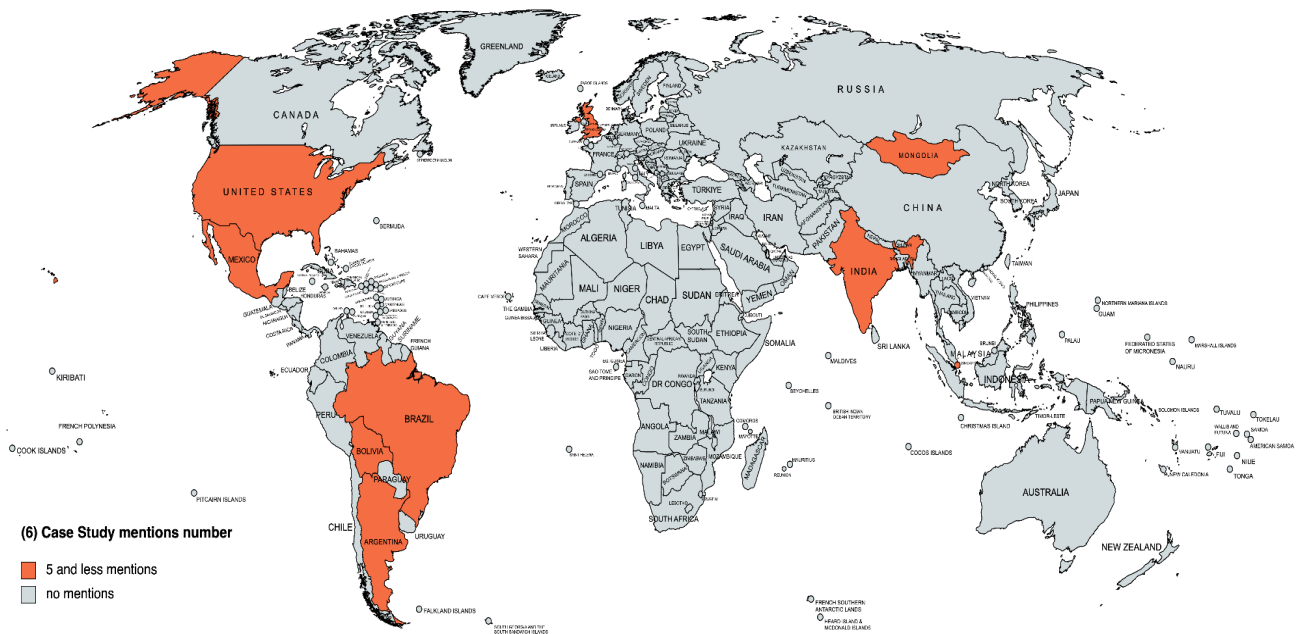Author is Paul Guinness

Publishing date : 21/03/2011

Curriculum: the IB

Publishing company: Cambridge University Press

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | none | | | |
| Asia | Mongolia, India 2 and Singapore | 4 | Economy (Mongolia); high-tech industry and settlements (India); globalization (Singapore) | Mostly positive |
| Europe | the UK | 1 | Business and financial | Positive |

| | | | sector | |
|---|---|---|---|---|
| Australia and Oceania | none | | | |
| North America | the US and Mexico | 2 | Labor migration | Balanced |
| Central America | none | | | |
| South America | Argentina, Brazil and Bolivia | 3 | Agriculture (Argentina); indigenous people (Brazil); globalization (Bolivia) | Mostly positive |
| Caribbean | none | | | |

Map for a visual representation of Case Study mentions.



(6) Case Study mentions number
- 5 and less mentions
- no mentions

Created with mapchart.net

## 5.3.2 Cambridge curriculum textbooks

1.  Complete Geography for Cambridge IGCSERG (CIE IGCSE Complete Series)

Authors are David Kelly and Muriel Fretwell.

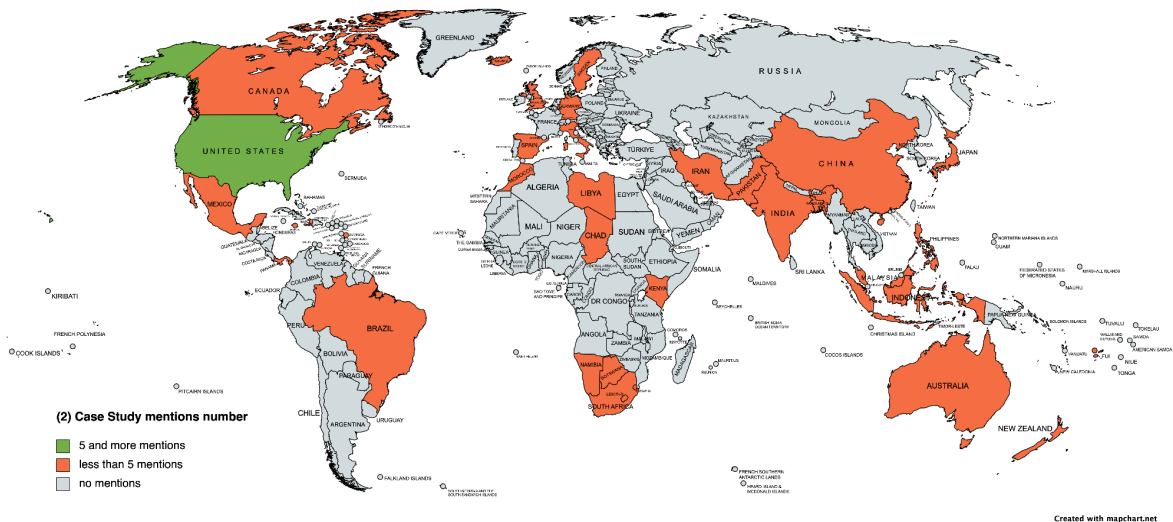Publishing date : 12/01/2017

Curriculum: Cambridge

Publishing company: Oxford University Press

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | Botswana 3, Lesotho 2, South Africa 2, Morocco, Chad, Kenya, Namibia, Libya and Swaziland 3 | 15 | HIV/AIDS,migration and population density (Botswana); settlement problems (Lesotho and South Africa); erosion (South Africa and Morocco); droughts (Chad, Kenya, Sahara and Namibia); agriculture and food shortage (Swaziland); energy (Lesotho) | Except for energy and agriculture topics, mostly represented in negative case studies |
| Asia | Bangladesh, Japan 4, China 2, Iran, | 16 | Overpopulation (Bangladesh, China and India); aged | Mostly negative except high-tech examples |

| | | | | |
|---|---|---|---|---|
| | India 2, Indonesia 2, Pakistan 2, Malaysia and Philippines | | population (Japan); child policies (India, Iran and Japan); natural hazards (Japan, Philippines, Malaysia and Pakistan); pollution (Pakistan); high-tech (Japan and China) | |
| Europe | Sweden, Spain 2, Italy, the UK 4 (2 of them about Cayman islands), Iceland 2, Germany | 9 | Aging population (Sweden); settlement problems (Spain);settlements patterns (Italy); volcanoes (Iceland); tourism (Spain); energy (Iceland and Germany); traffic developments (the UK) | Three mainly negative examples, the rest is mostly describes positively |
| Australia and Oceania | Australia 3, New Zealand and Fiji | 5 | Droughts and floods (Australia); under population (Australia); coastline (New Zealand) | Mostly negative mentions |
| North America | Mexico 3, Canada 2,the USA 6 | 11 | High-tech (Canada); desert (the USA); natural disasters and pollution (Mexico; the USA); coastline (the USA and Mexico) | Balanced |

| Central America | Panama | 1 | Forest loss | Negative |
|---|---|---|---|---|
| South America | Brazil | 1 | Agriculture | Balanced |
| Caribbean | Haiti, Jamaica 2, Dominica | 4 | Tourism (Jamaica and Dominica); natural disasters (Haiti) | Balanced |

Map for a visual representation of Case Study mentions.



2.  AQA A-level Geography Fourth Edition

Authors are Ian Whittaker, Paul Abbiss , Helen Fyfe, Philip Banks and Malcolm Skinner.
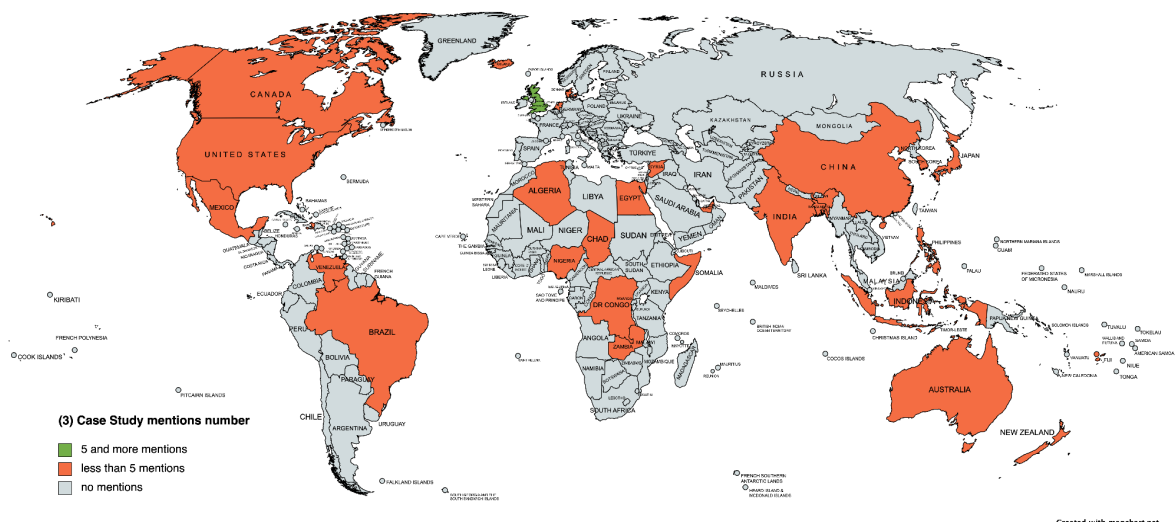
Publishing date : 26/08/2016

Curriculum: Cambridge

Publishing company: Hodder Education; UK ed. edition

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative |
|---|---|---|---|---|

| | | | | example |
|---|---|---|---|---|
| Africa | Sahel, Algeria, Chad, DR Congo, Somalia, Egypt, Nigeria and Zambia | 8 | Natural hazards (DR Congo and Sahara); economy crisis (Somalia); environmental issues (Egypt, Zambia and Nigeria) | mostly negative mentions |
| Asia | Bangladesh 2, Japan 3, Indonesia, Philippines 2, China, UAE,South Korea, India 3 and Syria | 15 | Ecological changes (India and Bangladesh); natural hazards (Japan and Indonesia); urban settlement changes (UAE and India); hydrology restore (South Korea); river pollution (India); aging population (Japan) | 4 negative and 4 positive mentions |
| Europe | the UK 10, Iceland, Northern Ireland (the UK), the Netherlands 3, Denmark | 16 | Coastline management, glacial landforms, urban settlements, migrant crisis, aging population and tourism (the UK); natural hazard (Iceland); Landfill and environmental changes (Denmark and the Netherlands); sustainability | only three negative mentions |

| | | | (Denmark) | |
|---|---|---|---|---|
| Australia and Oceania | New Zealand and Australia | 2 | Natural hazards | negative |
| North America | US 2,Canada, Mexico | | Water access (Mexico); environmental changes (Canada); natural hazard, urban settlements changes and economy (the US) | balanced |
| Central America | none | none | none | none |
| South America | Amazon rainforest, Brazil and Venezuela | 3 | Slums (Venezuela); environmental changes (Brazil) | balanced |
| Caribbean | Haiti | 1 | Natural hazard | negative |

Map for a visual representation of Case Study mentions.

3. Cambridge IGCSE Geography Coursebook

Authors are Gary Cambers and Steve Sibley.

Publishing date : 15/11/2010

Curriculum: Cambridge

Publishing company:   Cambridge University Press

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | Mali, Niger, Nigeria, Egypt, Sudan, Ethiopia, DR Congo, Namibia, South Africa, Mozambique, Lesotho, Madagascar, Seychelles, Zimbabwe, Kenya | 15 | Overpopulation (Nigeria); low population (Namibia); settlements (Ethiopia and Egypt); rainforest (Madagascar); desert (Mali and Sahara); natural hazard (Mozambique); famine (Zimbabwe and Sudan); tourism (Seychelles); energy crisis (DR Congo); water sources (Lesotho) | balanced |
| Asia | Russia, China 2, Japan, Myanmar, Nepal, Bangladesh 2, India 2, Pakistan, Singapore, | 18 | Population (China, Singapore and Japan); natural disasters (China and Myanmar); famine (Afghanistan, Bangladesh and Tajikistan); economy (Russia, Pakistan and | mostly negative cases |

| | UAE, Saudi Arabia, Maldives, Indonesia Tajikistan, Afghanistan | | India as a high-tech industry); tourism (UAE); oil energy (Saudi Arabia); erosion (Nepal); global warming (Maldives) | |
|---|---|---|---|---|
| Europe | Poland 2, Iceland, France 2, Italy, the UK and Spain | 8 | Migration (the UK and Poland);settlements (Italy, Spain and France); energy (France and Iceland); erosion (Poland) | Mostly positive |
| Australia and Oceania | New Zealand and Australia | 2 | Underpopulation and coastal erosion (Australia); agriculture (New Zealand) | mostly negative |
| North America | Canada and the US | 2 | Urban settlements (the US);Niagara falls (Canada and the US); | |
| Central America | Panama | ? | | |
| South America | Brazil, Peru, Chile and Bolivia | 4 | Urban settlements (Peru); natural disasters (Chile); agriculture (Brazil); famine (Bolivia); deforestation (Brazil) | mostly negative |
| Caribbean | Jamaica | ? | | |

Map for a visual representation of Case Study mentions.



(4) Case Study mentions number

less than 5 mentions

no mentions

Created with mapchart.net
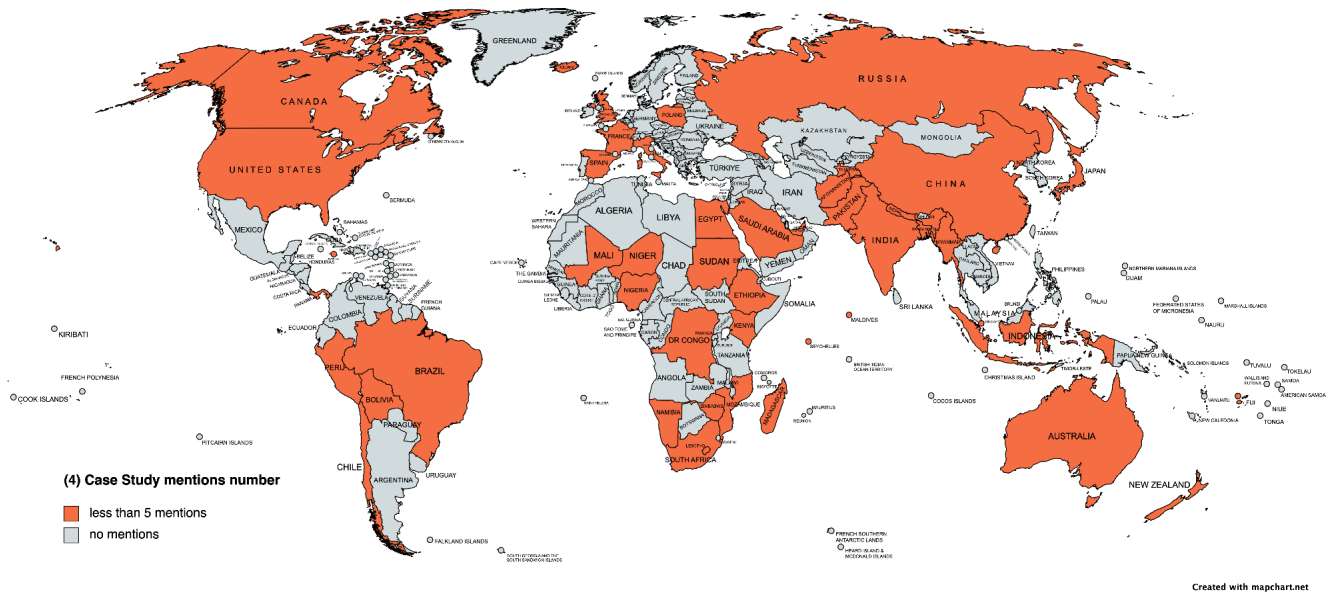
4. Cambridge IGCSE Geography Study and Revision Guide

Authors are David Watson and Helen Williams
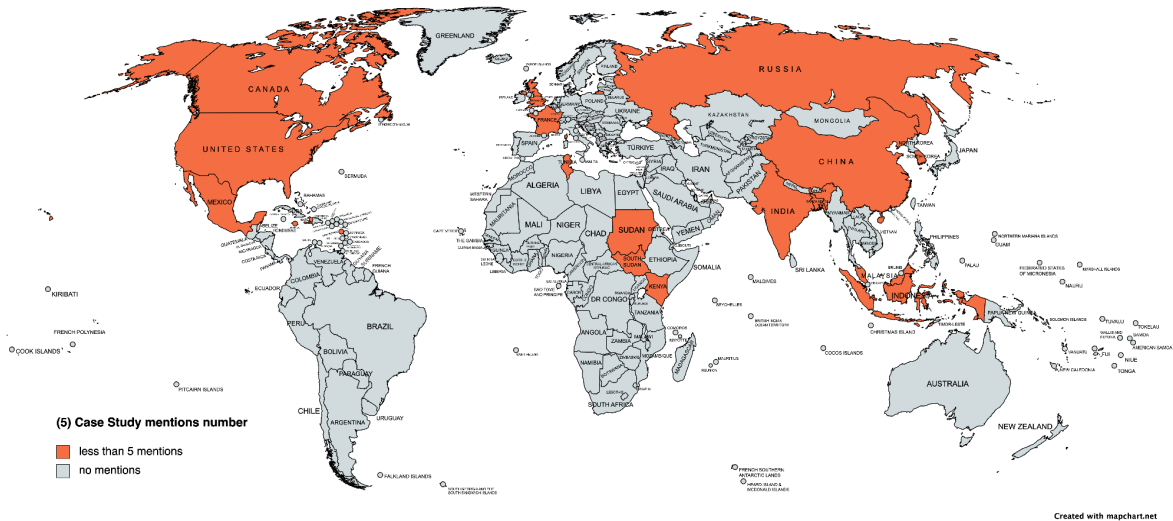
Publishing date : 28/04/2016

Curriculum: Cambridge

Publishing company: Hodder Education

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | Kenya, the Gambia, Tunisia, Sudan and South Sudan | 5 | Population changes (Kenya and the Gambia); desert area (Tunisia); food shortage (Sudan and South Sudan) | 3 negative mentions |

| | | | | |
|---|---|---|---|---|
| Asia | China 3, Bangladesh, Russia, South Korea, Indonesia, Malaysia and India 2 | 10 | Population changes (Russia and Bangladesh); urban settlements (South Korea and China); rainforest area (Indonesia and Malaysia); agriculture and high-tech industry (India); energy and environmental problems (China) | 4 negative mentions, mostly positive |
| Europe | France and the UK | 2 | Settlements and tourism | positive |
| Australia and Oceania | Australia | 1 | Underpopulation | negative |
| North America | Canada, the US 4, and Mexico | 6 | Migration (Mexico and the US); settlements (Canada and the US); desert area and water problem (the US) | balanced |
| Central America | none | | | |
| South America | none | | | |
| Caribbean | Jamaica, Montserrat and Haiti | 3 | Tourism (Jamaica); natural disasters (Montserrat and Haiti) | Mostly negative |

Map for a visual representation of Case Study mentions.

(5) Case Study mentions number

■ less than 5 mentions
■ no mentions

Created with mapchart.net

5. Collins IGCSE Geography: Cambridge International Examinations

Author is John Belfield

Publishing date : 01/01/2012

Curriculum: Cambridge

Publishing company: Collins Educational

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | Egypt, Madagascar, Namibia, Kenya, Senegal, the Sahel and Horn of Africa. | 8 | Settlements (Egypt); environment (Madagascar); desert area (Namibia); tourism (Kenya); population changes (the Sahel); migration (Senegal) and droughts (Horn of | Balanced |

| | | | Africa) | |
|---|---|---|---|---|
| Asia | Bangladesh 2, Kazakhstan, China, India 5, Japan, Vietnam 2, Singapore 2 and Malaysia 3 | 15 | Natural disasters (Bangladesh and Japan); population changes (Singapore, China); rainforest, agriculture and deforestation (Malaysia); river environment and energy (Vietnam); settlements, economy, water and resources (India); environment issue (Central Asia); economy (Singapore); agriculture (Bangladesh) | Balanced |
| Europe | Denmark, Sweden, the UK 4 and France 3 | 9 | Polar area (Denmark); population (Sweden and France); settlements and tourism (the UK and France); | Positive |
| Australia and Oceania | Australia 3 and New Zealand | 4 | Environment and coastline area | Mostly positive |
| North America | Canada and the US | 2 | Population (Canada); natural disasters, energy sources (the US) | Balanced |

| | | | | |
|---|---|---|---|---|
| Central America | none | | | |
| South America | Bolivia and Brazil | 2 | Settlements and economy ( Brazil; food shortage, water and resources (Bolivia) | Mostly negative |
| Caribbean | Montserrat and Saint Lucia | | Settlements (Saint Lucia) and natural disasters (Montserrat) | Balanced |

Map for a visual representation of Case Study mentions.
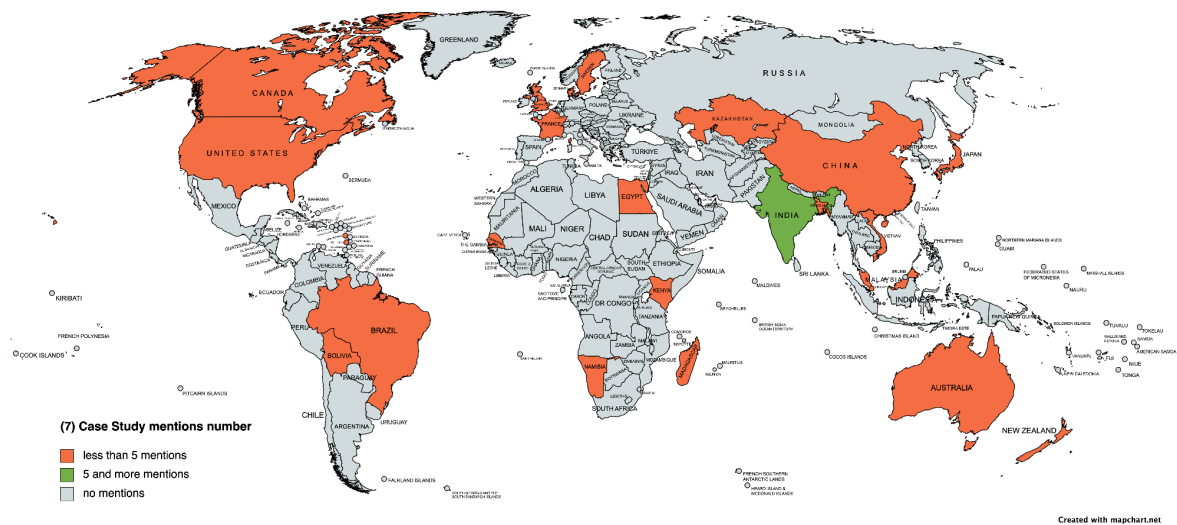


6. Geography for Cambridge International AS & A Level Student Book

Authors are Muriel Fretwell, David Kelly and John Nanson

Publishing date : 12/01/2017

Curriculum: Cambridge

Publishing company: Oxford University Press

| Continents | Countries | Number | Topics of mentions | Positive or |
|---|---|---|---|---|

| | | of mentions | | negative example |
|---|---|---|---|---|
| Africa | South Africa 4, Ivory Coast, Namibia, DR Congo 3, the Sahel, Swaziland 2, Lesotho and Uganda | 14 | Economy (Ivory Coast); regional inequality, rural settlements, man-made disaster (South Africa); tourism (Namibia); forest area (DR Congo); desert area (the Sahel); agriculture and food shortage (Swaziland); industry (Lesotho); population (Uganda) | Balanced |
| Asia | China 5, Kazakhstan, Singapore, Indonesia, Japan, Philippines 2, the UAE and India | 13 | Economy and environmental issues, flooding, river dam, population (China); urban planning (Kazakhstan); climate (Singapore); vegetation (Indonesia); natural disaster (Japan and Philippines); desert area (UAE); population (India); | Balanced, 7 negative mentions |
| Europe | The UK 9, Ireland, Norway 2, Spain 2, Italy, Bulgaria and Poland | 17 | Management of development, tourism, coastline, natural disaster, urban areas, man-made disaster, population, (the UK); rural settlements (Ireland); energy supplies (Norway); river valley and migration (Spain); | Positive, 4 negative mentions |

| | | | man-made disaster (Italy), migration (Poland, the UK and Bulgaria); | 75 |
|---|---|---|---|---|
| Australia and Oceania | Australia, Fiji and New Zealand; | 3 | Coastline (Fiji), natural disaster (New Zealand and Australia); | Mostly negative |
| North America | The US 7, Canada and Mexico | 9 | Natural disaster, water management, man-made disaster and migration (the US); climate (Canada); migration (Mexico) | Mostly negative |
| Central America | none | | | |
| South America | Brazil 3, Colombia 2 and Venezuela | 6 | Settlement issues and migration (Brazil); forest area and natural disaster (Colombia); natural disaster (Venezuela); | Mostly negative |
| Caribbean | Haiti | 1 | natural disaster (Haiti) | Negative |

Map for a visual representation of Case Study mentions.

(8) Case Study mentions number

■ less than 5 mentions
■ 5 and more mentions
■ no mentions

Created with mapchart.net
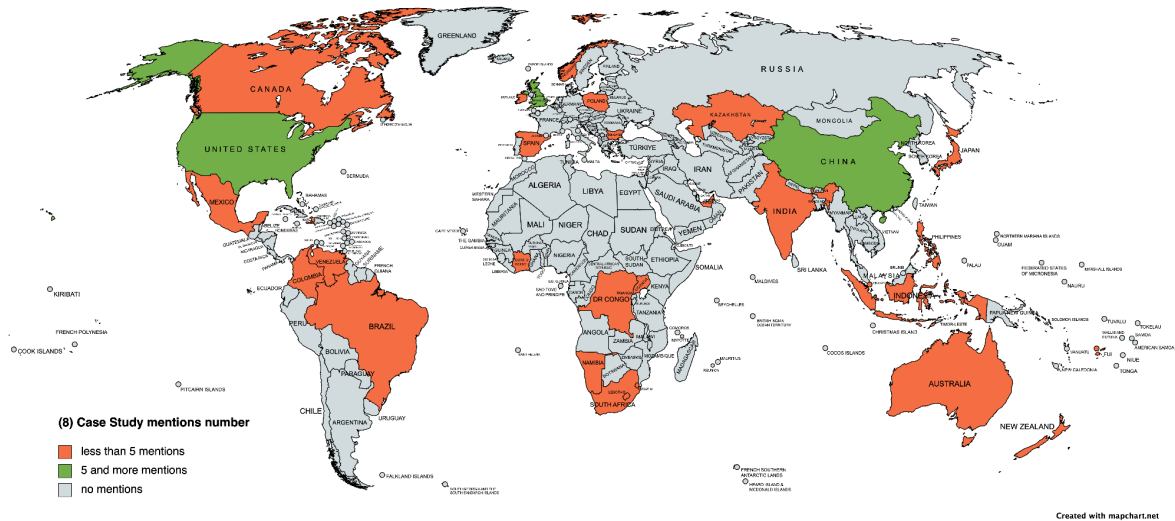
7. Pearson Edexcel International GCSE (9-1) Geography Student Book

Author is M.E. Witherik

Publishing date : 2017

Curriculum: British, Cambridge

Publishing company: Pearson

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| Africa | Ethiopia 3, the Gambia 2, Kenya 3, the Sahel, Nigeria and South Africa | 11 | River management,migration and industry (Ethiopia); coastal management and tourism (the Gambia); rural area, migration and water access (Kenya); desert (the Sahel); transportation (Nigeria); | 4 negative mentions |

| | | | agriculture (South Africa) | |
|---|---|---|---|---|
| Asia | China 7, Bangladesh 3, Sri Lanka, Nepal 2, Indonesia, Philippines, Japan, India 2, Qatar, the UAE, Afghanistan, Bhutan, Cyprus and Syria | 24 | River management, industry, rural areas,urbanization, sustainability and migration (China); coastal environment, illegal labor and migration (Bangladesh); coastal area (Sri Lanka); natural disaster (Nepal, Indonesia,Philippines, Japan and India); energy resources (Qatar and India); urban area (the UAE and Afghanistan); tourism (Bhutan and Cyprus); migration (Syria) | Mostly negative |
| Europe | The UK 9, Spain 2, Italy 2, Belgium and Germany | 15 | Industry, rural areas, agriculture, sustainability, migration, transportation, river and coastal management (the UK); river valley and tourism (Spain); natural disaster and economy (Italy); migration (Belgium and Germany) | Mostly positive |
| Australia and Oceania | Solomon islands | 1 | Sustainability | Balanced |
| North America | The US | 1 | natural disaster | Negative |

| Central America | none | | | |
|---|---|---|---|---|
| South America | Brazil 2 | 2 | Rainforest area and deforestation | Balanced |
| Caribbean | none | | | |

Map for a visual representation of Case Study mentions.
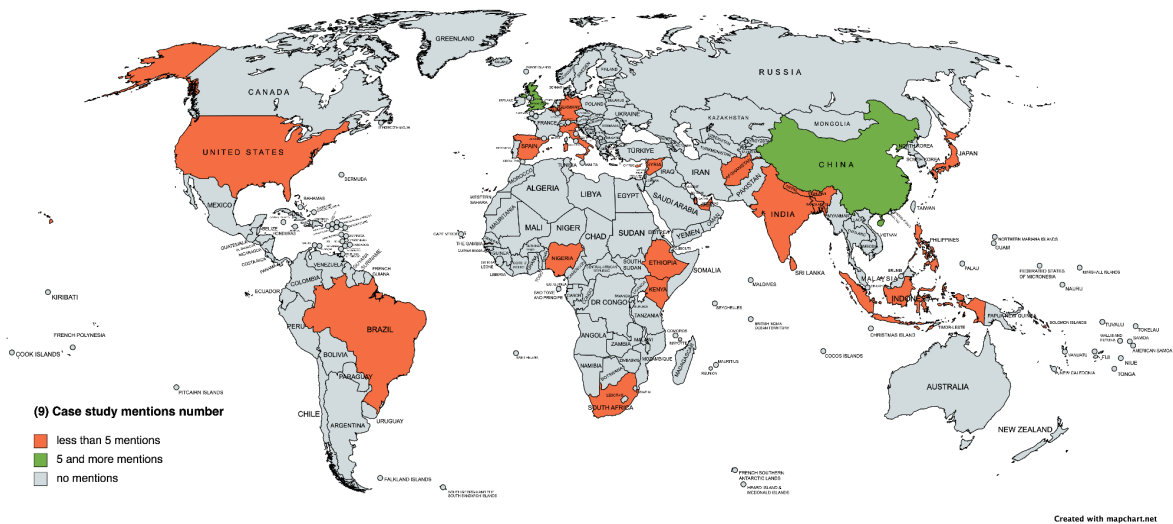


### 5.3.3 The AP curriculum textbook

1. Cultural Landscape, The: An Introduction to Human Geography

Author is Dr. James M. Rubenstein.

Publishing date : 12/01/2013

Curriculum: the AP

Publishing company: Pearson; 11th edition

| Continents | Countries | Number of mentions | Topics of mentions | Positive or negative example |
|---|---|---|---|---|
| | | | | |

| Africa | The Sahel 2, Mali, Nigeria, South Africa, Sudan, South Sudan, Somalia, Rwanda, DR Congo, Ethiopia, Eritrea, Western Sahara, Chad and Libya 2 | 16 | Overpopulation (the Sahel and Mali); language (Nigeria); apartheid (South Africa); ethnic cleansing (Sudan, South Sudan, Somalia, Rwanda, Ethiopia, Eritrea and Congo); border issue (Western Sahara, Libya and Chad); terrorism (Libya) | Mostly negative |
|--------|------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Asia | Russia 3, China 7, India 4, Vietnam, Turkiye 3, Japan, Philippines, Israel 2, Palestine, Lebanon, Sri Lanka, Pakistan, South Korea, Taiwan, Central Asia, Western Asia, Caucasus region, Cyprus, Afghanistan, Pakistan, Iraq and Iran | 36 | Overpopulation (China and India); migration (China and Russia) folk culture (China and Vietnam); sports (Russia, India and Turkey); settlements (China); early marriage (India); language (Turkey); sex tourism (Japan and Philippines); religious war (Israel and Palestine); ethnicity (Lebanon, Sri Lanka and Turkey); nation complications (India, Pakistan and Western Asia); border defining | Mostly negative |

| | | | | |
|---|---|---|---|---|
| | | | (South Korea, China, Taiwan, Cyprus and Russia); state description (Central Asia and Caucasus region); terrorism (Afghanistan, Pakistan, Iran and Iraq); development (China); global warming (Aral Sea or Central Asia); | |
| Europe | Belgium 2, Switzerland, the Netherlands 3, the UK 4, Spain, Germany, Norway, Ireland, Balkan, Kosovo, Bosnia and Herzegovina, Denmark, Slovenia, Baltic region and France 3 | 23 | Language (Belgium, the UK and Switzerland); sustainability (the Netherlands);sports (the Netherlands and Spain); sex tourism (the Netherlands, Germany and Norway); ethnicity (the UK); religious war (Ireland); ethnic cleansing (Balkan region, Kosovo and Bosnia); multinational states (Denmark, Slovenia and Baltic region); colonialism (the UK and France); urban settlement (France); | Balanced |

| | | | transportation (Belgium); | |
|---|---|---|---|---|
| Australia and Oceania | Kiribati | 1 | Climate change | Negative |
| North America | The US, Mexico 2 and Canada 2 | | Migration (Mexico and Canada); slavery (the US); language (Canada); | Balanced |
| Central America | none | | | |
| South America | Brazil 2 | 2 | Migration and development (Brazil) | Balanced |
| Caribbean | none | | | |

Map for a visual representation of Case Study mentions.
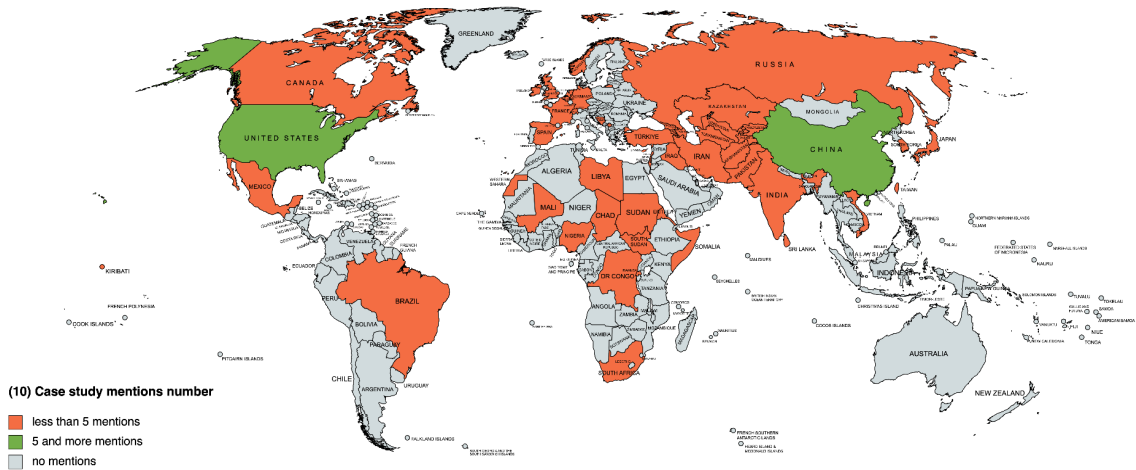
5.4 Result discussion/analyses

In this thesis, the discussion of the results will be structured systematically, starting with a summary of the main research objectives and hypotheses, followed by the presentation of experimental data and analytical methods. accumulate. The following sections will further explain the results, identify patterns and trends, and their implications in the context of the existing literature and theoretical frameworks. In addition, limitations of the study and avenues for future research will be elucidated, ensuring a comprehensive assessment of the scope and significance of the study.

Starting from the first book - Oxford IB Diploma Programme: Geography Course Companion by Garrett Nagle and Briony Cooke (2017). This textbook is written for the IB curriculum where every case study is mentioned along the follow up questions to do a research about. Analysis of this textbook showed relatively balanced mentions of countries from each continent. Selection of countries for the case study is actually large. Not surprisingly, as later results of other book analyses will show, the US, China and the UK are among the most popular choices for the case studies. Content wise Africa is represented in a balanced way. Sahara and Sahel countries, such as Ghana, were included to explain about the climate patterns and droughts as a part of the natural disaster. Region is also described in a positive way of gaining energy from desert areas. Same approach used in description of Nigeria, first as a crime area, secondly as developing economy. South Africa is the most popular selection for this book. This country was mentioned with times in different contexts.

In total Asian countries were represented 32 times, unfortunately most of them being negative examples. The Coastlines of the Indian ocean, especially countries such as Bangladesh,Philippines, Nepal, Sri Lanka and India often used as examples for the natural hazards after the 2004 Tsunami event. The 2004 Indian Ocean tsunami was one of the deadliest natural disasters in history. It occurred on December 26, 2004, and was triggered by a massive 9.1-9.3 magnitude undersea earthquake off the west coast of North Sumatra, Indonesia. The earthquake triggered a series of powerful tsunamis that crossed the Indian Ocean, hitting the coastal areas of 14 countries, including Indonesia, Thailand, Sri Lanka, India and the Maldives.

Tsunamis, some as high as 30 meters (100 feet), hit land, causing devastation and loss of life. Entire communities have been wiped out and the death toll is estimated at between 230,000 and 280,000, with hundreds of thousands injured and millions displaced. The disaster triggered a large-scale international relief effort and a reassessment of tsunami warning systems to better prepare for such events in the future. The 2004 Indian Ocean tsunami was a tragic reminder of the destructive power of natural disasters and the importance of global cooperation in responding to them. (Britannica, 2018). Many other tsunamis happened after this event but the fact of this tsunami being studied for many years and affecting many countries around the Indian ocean made it go to case study for the topic about natural hazards. China, India, Japan and Russia are among the countries mentioned mostly because of their population policies. By population policies it is meant for overpopulation (China and India), unequal distribution of population (Russia), aging population (Japan) and finally the One-child policy of China. These mentions count as a negative representation due to the fact of poor description. For instance, Japan is mentioned once as a case study in this textbook and it's only about the aging population issue. If a student won't be assigned another research topic about Japan, that might be the only fact learned from this textbook. Additionally, on the first pages of the book, where the location of the case studies is shown, Sakhalin islands are labeled as part of Japan. This confusion with the map I mentioned before, but would be better to mention it once again while analyzing the book structure directly. Although Sakhalin islands were first settled by the Japanese, after a chain of wars including Russo-Japanese 1905 and World War II, Russia or for that time Soviet Union gained political rights of the island (Britannica. n.d.). Book itself doesn't consist of any example or case study specifically about this island. Environmental pollution of India, Iran and South Korea and political forced migration from Syria are among other negative examples mentioned in this textbook. However, there are some positive case studies as well such as the emerging economies of Vietnam, China and South Korea and tourism sectors of Nepal, China and Maldives. In the region of Asia, China is the only country mentioned for five different case studies, Caucasus (Georgia, Azerbaijan and Armenia) and Central Asia (Kazakhstan, Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan) are not mentioned at all. Western Eurocentrism is followed in this textbook as we reach countries of Europe. Continent of Europe is mentioned twelve times, five of them belong to the UK. Entire Eastern Europe is ignored and wasn;t mentioned as a separate case study. Mentioned countries, used generally for the positive examples except two that are related to the environmental changes.

Australia and New Zealand are mentioned twice and both have negative representations of natural hazards. Unequal representation also spotted in North America selections. Fourteen mentioned and twelve of them about the US. This pattern was found in all ten analyzed books of different publishers and curricula. Even if authors or curriculum are British, the US is still one of the most used examples for Case Studies.

Below are some of the reason of frequently usage the US as an example:

Economic Powerhouse: The US economy is among the biggest and most significant in the world. For other North American nations like Mexico and Canada, it serves as a natural example of economic success, technical innovation, and commercial methods. Many organizations and people in the area look to the US for commercial possibilities and industry best practices (United States Bureau of Economic Analysis, n.d.).

American culture has a big cultural influence on the world, especially in the areas of music, cinema, fashion, and technology. It permeates North American culture, affecting popular culture and shopper preferences in Canada and Mexico. The region's cultural norms and entertainment choices are heavily influenced by American media and entertainment (Appadurai,1996).

Political Leadership: The United States is a major player in world politics due to its status as a superpower. Neighboring nations like Mexico and Canada are directly impacted by its foreign policy, alliances, and choices. These nations frequently turn to the US for advice and collaboration on a range of diplomatic and security concerns.

The United States is home to some of the best universities and research institutions in the world. The United States is known as a hub for higher learning and research, and many students and academics from Canada and Mexico come here to pursue their education and work with American institutions.

Trade and Business Relations: Mexico and Canada both have substantial trade relations with the United States. The USMCA agreement serves to highlight the tight economic relations between these nations. The U.S. has a substantial economic and investment presence in Mexico and Canada, further highlighting its significance in the region (Office of the United States Trade Representative, 2020).

Geographical proximity: Because Mexico and Canada share a border with the United States, there is a natural basis for comparison and interaction. The three nations' economic, tourism, and cultural exchanges are made easier by their geographical proximity.

With Silicon Valley serving as a notable example, the United States is a global leader in innovation and technology. Beyond national boundaries, this innovation cluster has an impact on entrepreneurship and technological advancement across all of North America.

Central America is represented only once with Costa Rica as a potential tourism area. Although there could be many examples about the ecosystem conservation, forest and volcano environment or maybe fish and port industry. Haiti and Montsalvat for natural hazards is another popular case study for Geography books. Most of the Haiti mentions in Geography books include only the description of the earthquake in Haiti that happened in 2010. A textbook by Garrett Nagle and Briony Cooke (2017) is one of the rare books that include case studies from several South American countries. Good news is that these representations are also balanced, information is describing both problems and solutions that countries are working on.

Second Geography textbook Complete Geography for Cambridge IGCSERG written by Kelly and Fretwell (2017) is based on the Cambridge curriculum. Country selection is a bit poorer (simpler) compared to the first textbook example. Case study selections of this book to some extent perfectly matches with the idea of a "safe selection" by authors described in chapter. In order to use globally recognised events that were researched several times and avoid any false examples, textbooks unfortunately consist of many negative representations of countries from each continent. This might be linked to the part of the Global citizenship concept where students were expected to be introduced and make research about the global challenges. However, is total negative representation a good method at this point? Africa related case studies are mostly mentioned in such topics as HIV/AIDS, migration, overpopulation, food shortage,settlement and environmental issues. Same pattern applies for Asia, population challenges, natural hazards and environmental pollution are among the fifteen case studies included in this textbook. Only Japan and China were given as a high-tech industry example. Europe is the only mostly positively mentioned region of this book. Except for the aging population, settlement and volcano case studies most of the representations are promoting western europe in a good light. It's worth mentioning that as in the previous textbook this textbook also includes only case studies about West and South Europe once again proving the eurocenting approach of international curricula.

Australia, New Zealand and Fiji mentioned five times with all of five being case studies about the challenging events such as natural hazard, coastal management and underpopulation. Same applies for Panama as the only country of Central America yet in the topic of

deforestation. Six out of eleven case studies about North America are about the US.  Although these eleven cases studies seem to be balanced, Mexico is mentioned for relatively challenging topics such as natural disasters, pollution and coastline erosion. Both South America and the Caribbean region have a balanced context where there are positive and negative sides of the topics described at the same time. Another general tradition  followed with the example of these textbooks is different approaches to the same topic. Depending on a country's level of development, cultural background, and geographic location, the perception and understanding of many topics might in fact vary greatly. The fact that the idea of a volcano might be interpreted somewhat differently in Haiti and Iceland is one stunning illustration of this phenomena.

Volcano as a Disaster in Haiti

Volcanoes are frequently viewed as impending natural disasters in nations like Haiti, which is situated in a seismically active area. The nation is vulnerable to earthquakes and volcanic eruptions because of its location near the meeting point of the Caribbean and North American tectonic plates. In Haiti, volcanic eruptions can be devastating occurrences that result in human casualties, housing destruction, and community uprooting.

The phrase "volcano" may cause fear and concern among the people of Haiti. Tens of thousands of people were murdered during the horrific Mount Pelée eruption in adjacent Martinique in 1902 (Saint-Pierre, Martinique, 2023), which serves as a stark reminder of the tremendous destruction that volcanoes can cause. Volcanoes may be seen as a perpetual threat by Haitians, and catastrophe planning and mitigation are important parts of their daily existence.

Volcanoes in Iceland: A Popular Tourist Attraction

On the other hand, Iceland, a nation on the Mid-Atlantic Ridge with a very active volcanic system, celebrates volcanoes as singular and amazing natural phenomena. Volcanoes are regarded as an essential component of Iceland's identity and are frequently a source of national pride. There are many volcanoes in the island country, some of which erupt often.

When an Icelander hears the word "volcano," they might picture stunning scenery, geothermal energy, and travel options. While potentially damaging, volcanic eruptions are also regarded as spectacular phenomena that draw travelers from all over the world. Eyjafjallajökull's 2010 eruption (Eyjafjallajökull volcano, 2023), which disrupted air travel around Europe, also increased tourism in the area as people went there to see it. Volcanoes are more than just geographical characteristics in Iceland; they are also important cultural and economic

elements. The nation is a pioneer in the generation of renewable energy since it has successfully captured the geothermal energy generated by volcanic activity for both heating and electricity.

Water shortage: Water shortage in a developed nation with modern water infrastructure may relate to a brief inconvenience brought on by a drought or upkeep on water treatment facilities.

In a less developed nation, where people frequently have to travel great distances to gather water from communal wells or rivers, water shortage can entail a daily struggle for access to safe drinking water.

Forest: In a developed country, forests are often considered recreational areas, timber supplies and wildlife conservation areas.

In a developing country, forests are mainly considered as a source of fuel, construction materials and agricultural land. Conservation efforts may be less due to immediate livelihood needs.

Education: In a developed country, education is often associated with well-funded schools, cutting-edge technology in the classroom, and an emphasis on critical and creative thinking.

In a developing country, education may involve overcrowded classrooms, limited resources, and a focus on basic literacy and numeracy due to resource constraints.

Traffic Congestion: In a developed country, traffic jams can be inconvenient, delay travel and reduce productivity.

In a developing country, traffic congestion can be a sign of economic growth and urbanization, with more people able to afford vehicles and better access to job opportunities.

Food safety: In a developed country, food security often involves access to a variety of nutritious foods year-round, with concerns focused on diet quality and obesity.

In a developing country, food security can mean making sure everyone has enough to eat every day, with concerns about malnutrition and hunger.

Wildlife conservation: In a developed country, wildlife conservation efforts may focus on protecting endangered species and preserving biodiversity through national parks and research programs. rescue.

In a developing country, conservation efforts may focus more on fighting poaching and habitat destruction, as these often have immediate economic impacts on local communities.

These examples illustrate how the same topic can have very different meanings and priorities

depending on a country's context and level of development. It emphasizes the importance of considering these factors when considering global policy and issues.

Third selected textbook is by Whittaker, Abbiss , Fyfe, Banks and Skinner  named AQA A-level Geography Fourth Edition (2016).

This book, unlike the previous two, has a poor selection of European countries with 3 unique country case studies: the UK, Iceland, the Netherlands and Denmark. What makes this matter more interesting is the fact that these countries are not the only ones known for the selected topics. The UK holds absolute "power" with in total eleven case studies out of sixteen in general for Europe. From the map visual above it is also notable that the selection of countries is much more uneven compared to the previous textbook examples. None of the countries of Eastern Europe, Central Asia, Middle East. Central America mentioned in this textbook. Besides this regional ignorance, most of the topics are the preparation of negative case studies. African countries were mentioned eight times in topics such as natural hazards (desertification), economical crisis and environmental issues. The book was published in 2016, in some maps of this textbook South Sudan is not labeled (example on page 296) although this country gained its independence in 2011.

Asia is represented to some extent in a balanced way: some topics are clearly negative while others are neutral. From fifteen mentions Japan is mentioned twice, once for the aging population, second time for the natural hazards. India once again in this example, represented the topic of ecological challenges due to the overpopulation fact. South Korea and UAE are one of the few examples of positive case studies. Although these case studies do not necessarily describe the high level development of these countries, rather show the ways countries try to solve the local challenges. New Zealand and Australia are mentioned within the only topic of natural hazard because of the geographical location next to the major seismic zone called - the Pacific ring of fire. Same applies for Haiti being mentioned as evidence of hazardous environment. So far all three textbooks mentioned above used Haiti for the same exact case study.  South America also follows up with the classic case studies of slums (or favelas) and deforestation issue of Amazon rainforest. North America examples included nature challenges from Mexico and Canada, and balanced representation of the US with topics such as natural hazard, changes in urban settlements and economical progress.

Even a simple google search can reveal a significant amount of case studies that were greatly researched till 2016 (the year this specific textbook was published). As authors mention lack

of reliable research and information on some case studies, below are the list of popular research topics from the eastern hemisphere.

Japanese nuclear disaster at Fukushima Daiichi (2011): Studies on nuclear safety, radiation exposure, and long-term environmental and health effects were conducted after the earthquake and tsunami that destroyed the Fukushima Daiichi Nuclear Power Plant (World Nuclear Association, 2023).

Himalayan Earthquake (2015), Nepal: The Nepal earthquake prompted extensive study into seismic risks in the Himalayan region, resilience building, and disaster response in a difficult mountainous environment (Britannica, 2023).

Typhoon Haiyan, Philippines (2013) : Investigations into typhoon intensity, disaster response, and techniques for boosting resilience against intense tropical cyclones were all sparked by this strong typhoon (Britannica, 2013).

Iran earthquakes (such as the Bam earthquake in 2003): Studies on seismic hazards, catastrophe risk reduction, and building resilience were prompted by many large earthquakes that occurred in Iran, a country that is prone to quakes (Tatar et al., 2005).

AQA A-level Geography Fourth Edition seems to be mostly focusing on the challenges than description of the existing solutions. For instance, following case studies could be mentioned as a balancing tool for the already described challenges in Africa.

The Great Green Wall Initiative is a significant ecological initiative that spans several African nations and aims to stop desertification, land degradation, and climate change. Millions of trees had been planted, and the deteriorated land had been restored, with the intention of forming a green belt of vegetation along the southern edge of the Sahara Desert by 2016. This program may have reduced desertification and enhanced the standard of living for millions of people (UNCCD, 2023).

Kenya's Ban on Plastic Bags: After years of being a major environmental risk, Kenya put a statewide ban on plastic bags in 2017. The nation's dedication to combating plastic pollution and fostering environmental sustainability was proved by this effort (Kimeu, 2023).

Cooperation in the Nile River Basin: Initiatives to foster cooperation between nations in the Nile River Basin, such as the Nile Basin Initiative, sought to address problems with water

resource management and advance fair access to water resources among the riparian states (Seide, n.d).

Continuing this topic it's to mention Venezuela as well. In this textbook, and overall, South America is the author's favorite choice for either slum settlement or rainforest conservation. Up to 2016 there were several local projects held by Venezuela in order to manage the slum areas. To mention some of them:

Program Barrio Tricolor (2022):

In order to improve living conditions in slums and unofficial settlements, the Venezuelan government introduced the "Barrio Tricolor" initiative, also known as the "Tricolor Neighborhoods" program, in 2014.

Key characteristics of these programs: The program concentrated on improving infrastructure and offering essential services in underserved communities, such as access to electricity, clean water, and sanitary facilities. It placed a strong emphasis on community involvement, enticing locals to actively participate in the conception and execution of improvement projects. Barrio Tricolor also sought to address difficulties with land tenure and property rights by giving residents of unofficial settlements legal recognition (MPPRE, 2022).

El Sistema de Orquestas y Coros Juveniles de Venezuela (System):

Although not directly focused on slum management, El Sistema is a popular Venezuelan initiative that has used music education as a tool for social development, including in disadvantaged areas. El Sistema offers free music and orchestral education programs for children and young people, including those living in the slums. The program aims to create opportunities for personal growth and empowerment. By engaging young people in constructive activities, El Sistema has contributed to social inclusion and reduced crime and violence in some slums (UNICEF, 2022).

Cambridge IGCSE Geography Coursebook written by Gary Cambers and Steve Sibley (2010) is the only textbook of this list that doesn't have repeated mentions of case studies from a single country. This textbook instead offers a variety of case studies from different regions with no repetitions. The range of country selections is still neglecting specific regions that are mentioned before for the same issue, more specifically Western Asia, Central America and Eastern Europe.

Cambers and Sibley (2010) mention fifteen unique African countries times within balanced topics. Some of the case studies include description of the environment without leading learners into misinterpretation of economic situations. Madagascar (for the rainforests) and Mali with the Sahara region (for the desert) are among the examples. Nigeria, Namibia, Ethiopia and Egypt were represented for their population and settlement patterns. There are still case studies informing about the challenges in Africa, for example Zimbabwe, Mozambique, Sudan and DR Congo. Topics within these countries are mentioned similar to the previous cases, natural hazards and economic crisis.

Asia, unlike the African countries, is mostly represented with negative topics. Most of the mentions are about natural disasters, famine, erosion or global warming. Tajikistan, which is one of the rarest country choices for the case study, included ones and for its famine challenges. However, in order to handle many facets of the nation's growth, including infrastructure, energy, and water management, Tajikistan had a number of notable projects up until 2010 that could be added parallel to the famine topic.The largest projects in Tajikistan at the time include some of the following: Sangtuda Hydropower Plants (two hydropower plants Sangtuda-1 and Sangtuda-2 (GlobalData, 2023) are built on the Vakhsh River increased Tajikistan's power generation capacity.), Rasht Valley Road (aims to improve transport and connectivity in the northern part of the country) and Agricultural Development Projects (joint project with the World Bank). Population theme is followed by typical examples of China (overpopulation; One-child policy) and Japan (aging population). From the economic perspective only India is mentioned for its positive high-tech industry, although Asia is home for several more countries with competitive high-tech industries. Some of the examples can be:

- Israel, despite being physically located in Western Asia, is frequently seen as a member of the world's high-tech community. It is renowned for its start-ups and advancements in fields including biotechnology, artificial intelligence, and cybersecurity.

- Taiwan is a center for the production of semiconductors, with firms like TSMC (Taiwan Semiconductor Manufacturing Company) playing a significant role in the worldwide chip market.

- Malaysia has made progress in the tech sector, particularly in the creation of high-tech industrial zones and the production of electronic goods.

- Leading electronics and semiconductor businesses from South Korea include Samsung and LG. It has a significant role in the global supply of technology.

Europe is mentioned only with times, with mostly positive descriptions of Western countries. Poland is the only exception, this country is mentioned twice with negative examples: migration and erosion. The UK, Spain, France and Iceland, from the other point, were given as examples for the positive development patterns. Same as Poland, Australia is mentioned within underpopulation and coastal erosion challenges. From North America only the US is added as a case study, while Mexico wasn't mentioned at all, Canada was added only in the topic about the Niagara falls because of the border with the US.

Urban settlements problems, natural disasters, famine, deforestation are the case studies where South American countries were given as examples.

Overall, even if the at first glance case study selection of this textbook seems more equal and carefully chosen, after analyzing topics this selection can create other related questions. In most of the cases this textbook is leaning towards the negative, with some exception of neutral themes. Unfortunately, textbooks don't provide enough case study or following tasks/questions for students to research solutions to these challenges.

**Cambridge IGCSE Geography Study and Revision Guide** textbook is written by Watson and Williams (2016) and published by Hodder Education.

If we draw the Equator line on the map attached to this book above we can spot an interesting selection criterias of this textbook. Almost all case studies are chosen from the northern hemisphere, totally excluding continents such as South America and Australia/Oceania. Besides the lack of variety choses topics for the case studies are also mostly leading towards the negative assumptions as was the case for the previous textbook by Cambers and Sibley (2010).

Five mentions of Africa includes topics about desert areas, food shortage and population. The only positive mention is about Tunisia and its tourism attraction for the desert area. Asia included in ten case studies mostly being neutral representations. Most of this neutral information includes description of a certain area. For instance, the rainforest environment of Indonesia and Malaysia. Topic about the population change, surprisingly in this textbook does not consist of any case studies about Japan's aging population or China's One-child policy. China is mentioned instead for its energy supplies, environmental problems and urban settlements. It is worth mentioning that none of the countries of Arabian peninsula, Central Asia, Middle East and Western Asia (including Turkey) were mentioned.

This textbook breaks stereotypes about the biased European country selection patterns by including only two countries: France and the UK. Both of these countries were included for the explanation of settlement tourism in their positive aspects. Australia included once and for its underpopulation statistics, none of the physical features or economical factors were mentioned anywhere else in the rest of the textbook. While Central and South America weren't mentioned once, all three countries represented in the topic such as migration, settlements and environmental challenges. Although comparing these three countries, four out of six case studies of this region are about the US only. Montserrat and Haiti from the Caribbean region again mentioned for the natural disaster while Jamaica is the only island country of this area which is included for its tourism potential.

This textbook is based on the Cambridge curriculum, which, as it was mentioned above, is known for the importance of case study. Using this and similar textbook might greatly limit learners on their global perspective. Cambridge syllabus includes a very wide range of topics (physical and human geography), at least three countries from each continent and region might become a potential case study topic. This is a great loss also including the fact that the book was published in 2016 which, relatively, in textbooks' timeline is not very old at all.

Paul Guinness has written several books for geography classes. Geography for the IB diploma. Global interactions. In fact he is among the most popular authors of geography books for different curricula. For this thesis work I chose a textbook for the IB diploma published in 2011.

This is the second IB textbook of this list, it is still important to highlight the differences between the importance of case study in curricula of Cambridge and the IB.

The use of case studies in the IB (International Baccalaureate) geography program and the Cambridge International A-Level geography program may differ in a number of ways, reflecting the teaching philosophies and assessment methods. Price difference of these two programs:

Range and depth:

IB Geography:

The IB curriculum often emphasizes a wide range of case studies to familiarize students with different geographic contexts and challenges. Students can study cases from different regions and environments to develop a global perspective.

Cambridge A-Level Geography:

Cambridge's curriculum emphasizes depth of research. While case studies are still important, students can delve into fewer cases but analyze them in more detail. This depth allows students to develop a comprehensive understanding of specific geographic issues.

2. Assessment:

IB Geography:

The IB curriculum includes internal assessments, such as the IA (Individual Inquiry), in which students must select and analyze case studies. These assessments typically assess students' research and analytical skills in the context of specific cases.

Cambridge A-Level Geography:

Assessment in the Cambridge program is done primarily through external examinations. Case studies are often used in exams to assess students' ability to apply knowledge to specific situations. The focus is on demonstrating knowledge and understanding in the context of the case study.

3. Interdisciplinary aspect:

IB Geography:

The IB curriculum emphasizes interdisciplinary learning, requiring students to integrate knowledge from a variety of subject areas, including environmental systems, human society, and economics, in the context of case study.

Cambridge A-Level Geography:

While Cambridge Geography A-Level also encourages interdisciplinary thinking, the program may offer more flexibility for students to specialize in physical geography, human geography, or a combination of the two. This specialization can influence the choice and emphasis on case studies.

4. Global perspective:

IB Geography:

The IB program aims to develop a global perspective and an international mindset. Case studies from different parts of the world are often used to expose students to a variety of challenges and global geographic perspectives.

Cambridge A-Level Geography:

Although Cambridge A-Level Geography also incorporates global issues, more emphasis may be placed on the specific geographical context and challenges associated with the cases selected for study.

5. Field research:

IB Geography:

IB Geography encourages fieldwork and primary data collection, and case studies can serve as examples of how fieldwork can be carried out in different geographical contexts, helping students prepare for their own fieldwork experience.

Cambridge A-Level Geography:

The Cambridge program also values fieldwork, but the emphasis on fieldwork can vary depending on individual program options and the specific cases studied.

In summary, the use of case studies in Cambridge IB Geography and Cambridge A-Level Geography can vary in terms of research breadth and depth, assessment methods, interdisciplinary orientation, global perspectives, and more. needs and role of fieldwork. These differences reflect the distinct goals and approaches of each program. Students and educators should consider these differences when choosing between the two programs to tailor them to their educational goals and interests.

Compared to the first analyzed IB textbook by Nagle and Cooke (2017) this textbook has much less range of case studies. This might be related to their year of publishing or focused on students' own research oriented tasks rather than including in the learning material directly. Africa, Australia and Oceania and Central America weren't mentioned. All other continents and regions were represented mostly in good aspects. Except for Mongolia, which was included for its low developed economy, the rest of three case studies about Asia are about high-tech industry and globalization. The UK is the only country of European continent

and was used as an example of the business and financial sector. Case study about the migration between the US and Mexico, used to describe the advantages of the US as a chain of reasons for the emigration from Mexico. Three South American countries were added: Argentina for its agriculture, Brazil for indigenous people and their challenge with deforestation, and Bolivia for its position related to globalization. None of the Caribbean islands were included, not even for the typical natural hazard theme.

**A textbook published by Collins** publishing company IGCSE Geography: Cambridge International Examinations and written by John Belfield (2012) brings back relatively equal continent representation. Every continent mentioned at least once, while India is the only country that was mentioned for five topics. However still the same regions were neglected (example Eastern Europe). Eight mentions of Africa include balanced topic selection whereas some are only describing the existing environmental area. Asia steps forwards as the most mentioned region of this textbook with a total fifteen case studies. Topics as in the case of Africa are balanced, while Bangladesh and Japan are mentioned for their natural disaster problems, Singapore and Malaysia are added for their biomes cover and ways they can gain money from it. Among European countries, the UK mentioned fourth times leaving behind France with only three mentions.

Australia in this textbook mentioned three times for its physical geography features. Case studies about Australia and New Zealand were mostly about their coastal environment and the ways the country manages erosion processes. Mexico wasn't included meanwhile Canada's population patterns and the US natural disasters alongside the energy sources were described. Opposite to North America, both countries of South America were represented in negative topics about settlements (favelas or slums in Brazil), food shortage (Bolivia due to its being landlocked). Montserrat once again mentioned it as a case study to learn about the natural disaster impacts, although settlement patterns of Saint Lucia were described positively.

In general, case studies of this textbook seem to include some regions and island countries that were not a popular choice among previous authors. Next three other textbooks will follow the same statistics.

Geography for Cambridge International AS & A Level Student Book by Fretwell, Kelly and Nanson (2017) is one of the best textbooks of this list for its case study selection. The US, the UK and China are the most mentioned countries in this textbook. However this didn't limit

inclusion of other countries for different topics. One of the proofs for this textbook being among the best textbooks (in the matter of researched topic), is the fact of including case studies from every continent and even regions that were neglected in the examples above. This point is for inclusion only, to better filter the content of these examples it is better to analyze the context in which these diverse countries were included.

In total Africa has fourteen mentions, four of them belonging to South Africa (regional inequality, rural settlements and man-made disaster). Topics that are chosen for Africa are well-balanced. Namibia, Lesotho and the Sahel countries included positive themes such as tourism, description of desert area and industry. Disadvantages of some countries were also included such as Swaziland for its challenges with the agriculture that is leading to the food shortage, Uganda and its young population due to poor family planning and Ivory Coast (or Côte d'Ivoire) for economical issues that are linked to its colonial past. Asia mostly referred to the disadvantages of its location. Japan and Philippines for being located in the Pacific Ring of Fire, India and China for overpopulation and challenges that brings. Even Though China was mentioned five times, four of these mentions include descriptions of the problem within its borderline. Europe has generally positive cases, only four out of seventeen are negative themes. Topics well-balanced between physical and human geography topics. Bulgaria is the only country mentioned from Eastern Europe, although for the topic of migration. Case study which includes Bulgaria describes its economical challenges as the reason why people migrate to the UK. New Zealand and Australia case studies included the natural disaster theme as they are also located in the Pacific Ring of Fire. Challenges of all three countries of North America were included in this textbook: man-made disasters, climate limitation and migration (again Mexico). Same applies for the South America and Caribbean case studies, natural disasters, migration and settlement issues.

As a conclusion it seems that geography books often focus on describing problems rather than solutions for several possible reasons. The goal of geography books is to present an impartial and objective image of the world. From an objective perspective, describing problems as they are makes more sense than prescribing remedies, which might involve subjectivity and value judgments. Another perspective can be keeping the complexity of the content. Many geographical issues are intricate and diverse, and there may not be straightforward answers that are accepted by all parties. Readers can better appreciate the intricacy and complexities involved by receiving a thorough overview of the difficulties. Contextual Change can be an additional view to consider. As conditions, laws, and technologies change, so may the solutions to geographical issues. Focusing on presenting the problems, which are more

enduring, is frequently more practical because books have a longer shelf life than some remedies.

These and similar other reasons can also be linked to the global citizenship concept. The method used to explain geographic issues in textbooks can contribute to the development of global citizenship. The idea of "global citizenship" urges people to be aware of, involved in, and accountable for global issues and challenges. Here is how the strategy supports the development of global citizenship:

- Awareness: By describing geographical problems, textbooks help individuals become aware of the various challenges that exist around the world, from environmental issues to social and political conflicts. This awareness is a fundamental step in becoming a global citizen.

- Critical Thinking: Presenting problems in geography books encourages critical thinking. Global citizens should be able to analyze and understand the complexity of these issues, which is an essential skill for actively engaging with global problems.

- Empathy: Learning about the problems people face in different parts of the world can foster empathy. Understanding the challenges that others experience can lead to a greater sense of global interconnectedness and a desire to make a positive impact.

- Responsibility: Global citizenship often involves a sense of responsibility in the face of global challenges. While the handbooks do not identify specific solutions, they provide a platform for individuals to seek and advocate for solutions, whether through individual action, community involvement or participation in the community. global initiatives.

- Understanding rowing culture: Geography books often include information about different cultures, societies, and regions. Understanding the diversity of the world and the different challenges that individuals face can promote cross-cultural understanding, an important aspect of global citizenship.

- Environmental Management: Geography books often deal with environmental issues. Global citizenship often advocates for environmental sustainability and understanding environmental issues is an important part of that role.

Although the above points seem to apply to the global purpose of education in the modern age, it is still a debatable point, how effective focusing on maily problems can be.

Last textbook of the Cambridge curriculum in this list belongs to Witherik (2017) Pearson Edexcel International GCSE (9-1). In general, looking at the case study selection patterns on the attached map this textbook doesn't stand for any unique selection. This textbook however does include a lot of examples from Asia, which is in total 24. Almost every continent is included which puts this book in the average position compared to the previous Cambridge geography textbooks. Interestingly some big countries are excluded, such as Australia, Russia or Canada. These countries are usually used for at least one topic since their land area is big enough to locate many environmental and industrial events.

Eleven countries of Africa include two case studies about the Gambia (World Bank, 2016), this is worth highlighting since Gambia is one of the smallest countries in Africa (about 10.7 thousand square kilometers according to World Bank). Ethiopia is mentioned three times for topics such as river management, migration and industry. Other examples are quite typical with the above textbooks: water challenge of Kenya, desert environment of Sahel region, Nigeria and South Africa with their relatively developed economical aspects. Eight geography textbooks out of ten chosen for this research work mentioned the Sahel region as a region where active deforestation takes place. Authors select this region as their favorite ignoring several other regions that struggle with the similar scale challenge of deforestation. Below are a few examples of these regions that could be added alongside the Sahel in geography textbooks for more equal representation.

a) Countries of Southeast Asia such as Indonesia and Malaysia have faced significant deforestation due to the expansion of the oil palm and timber industries. In Southeast Asia, deforestation driven by industries such as palm oil and timber, as well as global climate change is causing widespread deforestation. Forests are cleared for crops, contributing to habitat destruction, biodiversity loss and climate change. This process is accelerated by unsustainable agricultural practices and the growing demand for these products (Lai, 2022).

b) Balkan countries, like Romania, face deforestation due to illegal logging and conversion of forests to agricultural purposes (Euronews, 2022). In Southeast Europe, deforestation is the result of illegal logging and land conversion. Forests are cleared for agriculture, infrastructure and development, affecting biodiversity and ecosystems. Inadequate enforcement of regulations contributes to continued deforestation, poses ecological threats and disrupts the natural balance.

c) Parts of Russia, especially in Siberia, are facing deforestation due to logging, mining and infrastructure development. In Russia, deforestation comes from activities such as

logging, mining and infrastructure expansion. In particular, Siberia is losing forests due to resource extraction and urbanization. These processes disrupt ecosystems, affect wildlife, and contribute to global environmental concerns, including climate change (Yorke, 2020).

d) Deforestation in Indo-Pacific islands like the Philippines, Papua New Guinea, Fiji, the Solomon Islands and Vanuatu are rooted in agriculture, logging and human settlement expansion. Limited land availability promotes land clearing for farming, leading to habitat loss and ecological disturbance. Vulnerable island ecosystems are suffering from the replacement of primary forests, raising concerns about biodiversity and sustainability (FAO, n.d).

Twenty four mentions of Asia are mostly negative. Five countries (Nepal, Indonesia,Philippines, Japan and India) are included for the natural disaster case studies. Migration process of Afghanistan and China (internal migration) also the case of negative examples. Bangladesh despite being mentioned three times were described only negatively for topics of coastal environment, illegal labor and migration.


Although nine Europe mentions out of fifteen is about the UK, generally countries of Europe were described in a positive concept. Nine case studies about the UK include information about all aspects (physical and human geography) of this country: starting from rural areas ending with coastal management. Usually European countries were not included in the case study topic about the natural disasters, in this textbook however, Italy is used to describe possible natural hazards of this continent.

Solomon islands, being part of the Oceania region, is described from both negative and positive perspectives leading to the sustainability concept.

The US is the only country mentioned from North America and again for the topic of natural disasters. The selection of the US for this topic can create an assumption for students that other two countries of this continent don't experience any hazard. Due to their geographic positions and distinctive environments, Canada and Mexico both encounter a variety of environmental risks. Canada is renowned for having exceptionally severe winters with significant snowfall in many areas, especially in the northern provinces. Flooding can happen as a result of the spring thaw, torrential downpours, or ice jams, particularly in areas with rivers and lakes. Wildfires are a threat in some areas of Canada, particularly in British Columbia and Alberta, and they can be made worse by dry and warm weather.

Mexico, on the other hand, is subject to various natural dangers. Due to its location on the Pacific Ring of Fire, it is prone to frequent earthquakes, including powerful ones that can cause significant damage. Other active volcanoes in Mexico include Popocatépetl and Colima, which have the potential to erupt and endanger the adjacent communities. Coastal areas along the Pacific Ocean and the Gulf of Mexico are particularly susceptible to hurricanes and tropical storms during the hurricane season.

Central America and Caribbean islands have no mentions despite having potential themes in tourism, natural hazards, and sustainability. Same as with North America, South American countries were also neglected except Brazil. Brazil is mentioned twice for describing rainforest biomes and the risk of these biomes in the form of deforestation.


Last book of this textbook selection was written by Rubenstein for the AP curriculum framework in 2013. This book has a different layout than other previously mentioned books. It's good to remember that case studies are included in both the AP Geography and the Cambridge International A Level Geography curriculum to help students better comprehend geographic concepts. The Cambridge curriculum, on the other hand, places a larger emphasis on using case studies across a wider range of geographical themes and directly evaluates students on their understanding and use of case studies in exams. The decision between the two curricula may be influenced by the unique educational situation, student preferences, and school preferences. A few physical geography principles are covered in AP Human Geography, despite the course's primary focus on human geography issues including population, urbanization, and cultural trends. The complexity and scope of case studies in AP Human Geography, however, are typically more focused on the field of human geography.

There are usually multiple-choice, free-response, and performance-based tasks on the AP Human Geography exam. Case studies may not constitute a separate section of the test, although being a crucial component of the course material. Instead, a variety of exam questions use case study expertise.

For these reasons the count of case studies in this topic is different compared to other textbooks. Rather than searching and including only separately mentioned case studies I started to search for part of the topic where different countries are given as a comparison. By mentioned countries it means a larger description of any specific region/country except the US, not a few sentences in a paragraph.

Cultural Landscape, The: An Introduction to Human Geography (Rubenstein, 2013)



Geography for Cambridge International AS & A Level Student Book (Fretwell, Kelly and Nanson, 2017)

For example in these two textbook case study concepts are given in a different format. Cambridge and the IB curriculum describe case study in a separate column giving them a

more focused and highlighted approach meanwhile the AP textbook includes these case studies as a general part of topic explanation. Despite the fact of having a different case study approach, this textbook by Rubenstein (2013) includes more case studies than any other book of this list. African countries such as Rwanda and Eritrea (genocide and/or ethnic cleaning), Mali (overpopulation) and Western Sahara (border issue) are among the countries that either were not mentioned at all or once before. Unfortunately although these countries were finally recognized and included in the school textbooks, they were mostly negatively described. To add to the list above: Libya is mentioned in topics about the terrorism, South Africa apartheid, border issues of Congo.

Asian countries follow the same logical order by getting 36 case studies where most of them are about the disadvantages of this continent. Some of these examples can include: religious war (between Israel and Palestine); terrorism (Afghanistan, Pakistan, Iran and Iraq); global warming (Aral Sea or Central Asia). On the other hand it is important to highlight a neutral description of some regions as well. Central Asia and Caucasus region finally gets recognition and were included in this textbook to describe state types. This textbook also had a large and detailed chapter about the languages and folk cultures where mainly nations of Africa and Asia were included. These mentions are general ones being part of the neutral case study topics. Europe has 23 case studies which are well-balanced. Eastern Europe is mentioned in this textbook for the topic of ethnic cleansing (Balkan region, Kosovo and Bosnia) which is another factor making it different from other textbooks. Alongside the Balkan region, Baltic countries (Estonia, Latvia and Lithuania) also included as the examples of multinational states. First among other previously described textbooks this book also describes the colonialism effect created by such countries as France and the UK. Although there are more European countries to be added to this list, at least mentioning this challenge has already put this textbook step ahead compared to others. The Netherlands, Germany and Norway often are being positively described in geography textbooks as examples of sustainability and high HDI (Human Development Index) ranks. However, Rubenstein (2017) included these countries also in the chapter about illegal employment of sex tourism customers.

Kiribati is the only country in Oceania region being included, surprisingly ignoring the most popular countries Australia and New Zealand of this region. Central America and Caribbean were not mentioned in any larger context, although they are geographically located very close to the US, where the AP curriculum is mostly common. North America described Mexico and Canada in a balanced way mainly in migration topics mainly. I did not include a specific number of the US mentions, mostly because the whole textbook is based on description of the

geography of the US compared to other regions. In other words, the US is the central country of all topics included in this textbook. As in the previous Cambridge book, Brazil is the only country from South America to be included in this textbook for its migration and development patterns.

Although the Case study concept is less necessary for the AP curriculum strategy, the textbook published for this curriculum includes one of the most diverse case study selections. Most of these case studies follow stereotypical (mainly negative) descriptions and comparison of related topics. At the end of this analysis of textbooks raises a question: is it better to include less variety of countries with positive representations or more diverse regions even for stereotypical topics.

Five international schools out of ten that I've contacted for the title of the textbook mentioned that they are not following the information in one specific textbook but rather collect or create their own resources. In this case the teacher's role becomes even more crucial. It is important for a teacher to lead a geography class from a stereotypical case study in a textbook to a fair conclusion. This educational process includes the growth of critical thinking, media literacy, the promotion of diversity and inclusion, the encouragement of independent inquiry, the growth of ethics and morals, and preparing pupils for difficulties in the real world. Helping students figure out their own conclusions about a biasedly represented case study in a geography textbook is an important aspect of critical thinking and media literacy. Begin by teaching students how to recognize bias in the case study. For instance, if the textbook discusses the environmental impact of a mining project but consistently portrays the mining company as environmentally responsible without considering alternative viewpoints, this could be a sign of bias. This could be done in different ways:

- Encouraging learners to research a subject from a variety of angles. Utilizing various textbooks, articles, websites, or even primary sources could be part of this. Comparing several points of view might make biases more obvious to pupils. They might discover, for instance, that other sources depict the mining company's history in a different way.

- Making the classroom a friendly, secure place where students can ask questions regarding the case study. Encourage them to voice their reservations and skepticism regarding the provided facts. For instance, teachers should encourage students to express their opinions openly if they believe that a case study simplifies a complex issue.

- Planning class discussions or debates around the case study. Give students alternative roles, such as those of advocates for various points of view, and ask them to make arguments based on their study. This enables them to actively engage with the topic and take into account many points of view. For instance, to ensure a balanced discussion, some students could speak in support of the mining proposal while others could argue against it.

Of course, the above points require a professional teacher approach, and to make sure teachers have a certain understanding of these methods the educational institutions or schools should make sure to hold constant workshops.

6.0 Chapter Six: Discussion

The Discussion chapter in this master's thesis forms the analytical core of our study, providing a comprehensive review and interpretation of the results presented in the previous chapters. It plays a central role in bridging the gap between collecting data and drawing meaningful conclusions. In this section, we delve deeper into the complexities, implications, and nuances of the study results. Through analysis, synthesis and critical reflection, we aim to answer the central research questions and achieve the research objectives. Additionally, this chapter provides insight into the broader implications of our work, its contributions to the field, and potential avenues for future research. The Discussion chapter of this master's thesis is the main conclusion of our study of geography textbooks. This is when we take a close look at what we have discovered in our research and try to understand it.

In this chapter, I write about what other researchers have previously discovered about geography textbooks.

We compared their ideas with what we discovered in our research. We wanted to see if our findings matched what others had learned or if we found something new and different. We also discuss the implications of our findings for teachers, curriculum developers, and those who determine textbook content. We ask questions like: "How can our research help improve geography teaching?"

In completing our thesis, we also proposed ideas for future research in geography education. In doing so, we hope to help make geography textbooks more equitable and useful for students in the future.

6.1 West. Comparing analyzed textbook with existing literature

One of the most popular research in textbook analysis belongs to James W. Loewen`s and his book "Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong" (1995). Before comparing this book to my own findings I would like to mention that this book mostly criticized the approach to the historical events from the US educational system. Despite the fact that my textbook research is about international schools, many challenges highlighted in this book overlaps with many other textbooks of different curricula.

The book "Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong" (1995) is an important examination of how American history is taught in schools and how it is presented in textbooks. Loewen argues that many textbooks of the history department used in American classrooms are filled with inaccuracies, myths, and omissions that distort the truth. The book aims to explore these inaccuracies and shed light on prejudice and misconceptions permeate history teaching.

Key points covered in the book include the misrepresentation of historical figures such as Christopher Columbus, Abraham Lincoln and others, who are often portrayed inaccurately in school textbooks. Loewen argues that these characters have been simplified and their controversial actions and beliefs downplayed or ignored. The book critiques the way American history is told in textbooks, highlighting the tendency to simplify complex events and present a clear-cut version of history that avoids uncomfortable truths such as mistreatment of native peoples. , slavery and racism (Loewen, 1995).

Additionally, the book explores the biases present in history textbooks, including political, racial, and cultural biases that shape how history is taught. History and how students perceive the past. Loewen explains how inaccuracies and biases in textbooks can negatively impact students' understanding of history, perpetuating stereotypes and hindering critical thinking skills .

Throughout the book, Loewen (1995) calls for a more accurate, comprehensive, and critical approach to teaching history. It encourages teachers to reassess textbook content and engage students in a more honest and comprehensive exploration of American history.

Loewen doesn't argue only about the context of the history textbooks but also the design of the information. Educators always highlight the importance of the resources and references used for the class research. However, many textbooks "hide" their reference list from learners themselves.

> "Textbooks rarely present the various sides of historical controversies and almost never reveal to students the evidence on which each side bases its position. The textbooks are unscholarly in other ways. Of the eighteen I studied, only the two oldest, published back in the 1970s, contain any footnotes. Ten textbooks even deny students a bibliography" (Loewen, 1995, p. 363).

According to Loewen (1995), publishers and authors write textbooks aimed at many audiences simultaneously:

First - their readers in another word learners. Books designed to meet their learning goals (for examination in the most cases) and reading level.

Second - Historians and professors who are the collectors of primary historical information

Third - Teachers and educators. To meet their standards and make it easy to follow teaching instructions.

Fourth - Public perception is also one of the concerns of publishers. Public opinion influences the committee and especially with the rise of social media it makes it easy to spread the mistakes that book contains with other users.

Parents, interestingly enough,  represent a potential interest group that publishers do not usually seek to attract.


Loewen (1995) is also analyzing design of the textbooks, more specifically page layouts contrast to the media inclusion. Referring to the common problems of authors about having limited space for the topics and theme description, Loewen questions the importance of different graphics that can not only distract students but also replace other more important images. In history textbook "The American Journey: by Joyce Appleby, Loewen highlights how one historically important painting is getting overlaid with another "vietnamese hat" description and ad.

> "Norman Rockwell's famous painting *The Problem We All Live With,* showing a black girl dressed in her Sunday best for her first day of school, with federal marshals walking before and after her. Only we don't see it well. The illustration is overlaid by an ad for a 1957 Chevrolet, a button for the United Farm Workers grape boycott, and a hat. Its power is further vitiated by the unfortunate layout: the designer has moved it into the crease between pages to make room for the caption "Vietnam veteran's hat." (1995, p. 370)

Another important notice made by Loewen is the common fear of educators in teaching controversial topics. Loewen mentions this mainly for the history topics, however, this could be applied to the topics mentioned above as well in geography textbooks. For example, in the textbook *Cultural Landscape, The: An Introduction to Human Geography* by Rubenstein

(2013) how would a teacher handle teaching case studies ethnic cleansing in Rwanda, terrorism in Libya, religious war between Israel and Palestine? Especially when we consider international schools setting where students from these countries could be presented in the same classrooms. For the same reason teachers avoid a large range of extra curricular resources and feel much more comfortable teaching the same topics over years since they have not personally seen it in an academic atmosphere, they are unsure of how to deal with it. Loewen shows an example of a research conducted a few years ago that revealed that 92% of teachers did not bring up contentious topics for debate, 89.2% did not do so when students did, and 79.2% did not think they should. The Vietnam War, politics, race relations, nuclear war, religion, and family issues like divorce were among the subjects that instructors thought kids were interested in talking about but that most teachers thought shouldn't be mentioned in the classroom (in the US).

Christine Sleeter is another well-known scholar and educator who specializes in multicultural education whose works I will be referring to as well to address the issue of geography textbooks. Her study focuses on social justice, equity, and diversity in education challenges (Sleeter & Zavala M.,2020). Sleeter has concentrated on issues including the depiction of race, culture, and diversity in educational resources, the significance of culturally responsive instruction, and the difficulties of resolving inequity in educational systems. No matter their ethnic origins, all students' ideas and experiences are valued in the inclusive and empowered learning environments she aims to build. Sleeter's study, which pushed for instructional strategies that support equity and justice for all students, had a tremendous impact on the area of education. The research of Christine Sleeter has a considerable impact on the field of education. Her contributions are mostly focused on encouraging culturally responsive teaching, combating stereotypes and biases in curriculum materials, and furthering multicultural education. Her work has assisted educators in creating inclusive learning environments where students from varied backgrounds feel valued and respected by highlighting the significance of recognizing and celebrating differences. A more honest portrayal of cultures has also resulted from her critical analysis of stereotypes and biases in educational resources, promoting cultural competence among students. Sleeter's work has, in general, been significant in promoting fair and culturally responsive educational practices and is a cornerstone in the effort to create inclusive and socially just learning environments (Sleeter & Zavala M., 2020).

## 6.2 East. Comparing analyzed textbook with existing literature

Hayden and Thompson (1995) mention the initial purpose of globalization policy and its implementation in international schools. According to their perspectives, globalization was used to "develop international communication to avoid any further large-scale conflict" after the Second World War. UNESCO confirms this approach by referring to " mutual understanding" in the published book by Huxley J. (1946).

Ironically enough, at the moment of writing this part of my thesis, which is 14th of October 2023, several news editions declare about the high possibility of World War III following the Israel-Hamas war with ongoing Ukraine-Russia war in another part of the same continent (Bishara, 2023).

Does it prove the failure of the globalization concept or not is an open ending question.

International schools that are located outside of Europe changed their textbook approach during the last years. One of the popular pieces of evidence can be China. Starting from May 2021, the Chinese government issued a law restricting usage of specific names for schools. One of these words is "international". Instead of being called international, schools in China need to rename them to sound more "local". ISC research (2022) confirms changes in already two schools' names in China: "King's College School Chengdu has already changed its name to Dipont KCS Chengdu, and the International Department of Guokai School has been renamed Guokai Bilingual School". The government's overall plan to emphasize the value of a uniform national curriculum and exercise control over the education system in China includes a ban on the word "international" in school names. Through the promotion of Chinese values and culture, this policy seeks to reduce the impact of foreign educational practices and ideologies on Chinese students. China may clearly communicate to all schools within its boundaries that they must follow Chinese educational standards and uphold compliance with government policy by limiting the usage of the term "international," ultimately putting national identity and values first through the educational system. Another important regulation is the restriction of foreign textbooks (ISC Research, 2022). Official rules prohibit the use of foreign textbooks at bilingual schools, often known as Chinese-owned private schools, during the compulsory school years, which in China run from grades 1 to 9 (ages 6 to 15). Although they indicate that government-approved materials should be used wherever possible, the regulations make clear that higher education

institutions and secondary vocational schools may still employ foreign teaching materials if domestically issued textbooks cannot suit their instructional demands (British Council, 2020). China is not the first or only country setting new regulations on textbooks usage of students. Indonesia, Malaysia (Rajamanickam, 2019) and Kuwait (Toumi, 2016) are among the countries which have a long list of banned books due to promoting ideology that is opposite to the national. Brazil, Russia and Hungary (Johnson, 2023) also apply strict regulations on promotion of gender and identity ideas in minor age school students. Although international schools work towards teaching and bringing the world mindset to the classrooms in different countries, it seems that the gap between West and East is increasing. Eastern countries started to ban and publish their own textbooks to ensure meeting the national and local curriculum requirements. Mentioned example of China earlier shows how these regulations also include the international schools.

## 7.0 Chapter Seven: Conclusion. Good news and Bad news

Due to their dedication to providing high-quality, internationally recognized education in a multicultural setting, international schools (and therefore international curricula) have experienced a boom in popularity. They serve families with worldwide mobility, both expatriate families and locally focused international families, by offering challenging curriculum like the worldwide Baccalaureate and possibilities for English language development. Smaller class numbers, highly experienced instructors, a wide range of extracurricular activities, and a concentration on a global perspective are all features of these institutions that help students get ready for a world where intercultural competency and a well-rounded education are crucial. In addition, international schools frequently offer pathways to prestigious colleges throughout the world and foster secure, inclusive environments, making them an appealing option for families looking for an adaptive and globally-minded education for their children.

Stobart (1989) suggested a very interesting definition of becoming "international" and to whom international education is more needed. Stobart visualized his concept in a shape of four circles moving from national experience to the international.

National Experience.
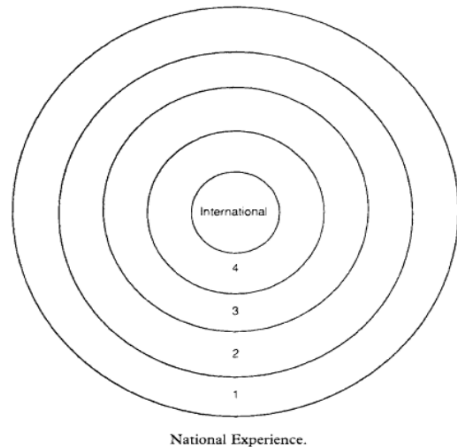
- Circle one includes people who have experienced the culture and key cultural elements of another county through books and media representations.

- Circle two is about people getting the information from their short trips or visits, such as vacations.

- Circle three are people who stayed in a foreign country for a relatively longer period of time, but did not change their perception of "home" or "homeland". Examples could be exchange students or temporary work relocations.

- Final circle four are people who spend most of their lives avoiding and therefore changing their understanding of "home". These types of people usually speak several languages and observe or judge the surrounding events from their own perspective rather than their "nationality". The link between these people and their passport country is very weak, and for them "home" generally refers to the status of being a "foreigner".

Taking this diagram into consideration, Stobart suggests that international schools are mostly relevant for families from circle three and four as this will help forming understanding "home" within the international community (Hayden & Thompson, 1995).

Stobarts analysis of the target audience for the international schools (therefore international curricula) questions increasing popularity of international schools.

> "ISC Research data recorded a total of 13,180 English-Medium
> international schools around the world enrolling 5.8 million students aged
> between 3 and 18" ( ISC, 2022)

If the number of students enrolling to the international schools is increasing every year, does it show that international curricula with all of its criticism is still better than the local curriculum? This question is open to debate, however, there are two different outcomes to highlight:

1. Bad news. The current political climate serves as a driving force for countries to exert greater control over international schools. While the concept of international schools was originally designed to foster a neutral, global mindset, increased governmental authority over these schools can have adverse effects. Such control may lead to restrictions on teaching strategies and curricula, potentially diminishing the richness and diversity of education. Moreover, the loss of independence and autonomy may make it challenging for these institutions to tailor their approaches to the unique needs of their student body. The imposition of bureaucratic hurdles can impede innovation and slow down decision-making processes. Political ideologies also pose a risk of influencing educational content, introducing biases or constraints that limit the breadth of perspectives. When governments dictate what is taught and communicated, there is a potential threat to academic freedom and critical thinking within these educational institutions. These considerations underscore the importance of carefully evaluating the balance between governmental control and the autonomy of foreign schools. Striking the right balance is crucial to preserving the core principles of international education and ensuring the continued ability of schools to provide a diverse and intellectually stimulating environment for their students. These patterns of political impact on international schools are also mentioned in subchapter 6.2.

2. Good news. The increasing impact of technology and social media makes it easier for students and parents to check the information reflected in textbooks. As the examples in chapter 5.2 shown, posting a concerning part of textbooks on social media can get the responsible people to consider and make appropriate changes. Textbooks are getting developed by not only authors but with the help of readers as well. Students of international schools being able to do research can double check the given information and either confirm or spot the biased representation.

   The same rise of technology can be a reason for textbooks to be replaced or become a supportive learning tool. The idea of textbooks not being the epicentral part of the classroom learning was highlighted for many years now. One of the examples that I would like to include is the research paper published at the international seminar in Chile in 2008 about the future of social science textbooks. Joan Pagès Blanch starts the conference paper by pointing out how textbooks, no matter how good they are, should always be used as a secondary learning tool. It's the teacher and teaching techniques are an important part of learning reflection. The main objective of textbooks is to help

pupils learn; they are tools for learning. However, this main concern converts them into information tools for teachers and teaching instruments. In reality, the decisions taken by teachers when selecting a textbook are basically based on their judgment on the kind of knowledge that the textbook contains, on the importance it places on teaching.

> "it can be easy to forget that the object, the "textbook" is no more than that, an object. Full of ideology, contents, images, activities on... educational potentials. But it does not stop being an object." (J. Blanch, 2008, p.25)

Usually, as indicated by Blanch (2008), publishers and the government, with only a few commendable exceptions like international seminars, neither actively promote nor demonstrate significant interest in engaging in discussions, exchanges, or conducting educational research concerning how teachers employ textbooks or how students navigate their contents. The prevailing trend appears to favor a reliance on a limited number of supposedly "teacher-proof" books. These teacher-proof textbooks often gain popularity among schools due to their perceived ease of use and implementation, making them appealing choices for educators and administrators seeking efficient and standardized teaching materials. The convenience and simplicity associated with these textbooks contribute to their widespread adoption within the educational landscape.

Blanch (2008) suggests that initially, educators should question whether it is essential for each student to possess an individual textbook for personal and exclusive use. Alternatively, they may consider implementing a library-based approach, offering books with diverse perspectives for analyzing, testing, and evaluating various aspects of facts, events, or geographical and historical issues. The latter approach necessitates collaborative efforts from students, as it is improbable to have a copy for each individual. Subsequently, teachers must contemplate who utilizes the textbook in the classroom, monitoring not only its content, sequences, and activities but also exploring creative ways to adapt the material to the students' reality. This adaptation aims to enhance learning outcomes by aligning the content and activities with the students' experiences. From a global citizenship perspective, students should acquire the skill of utilizing textbooks critically and creatively (Blanch, 2008). This involves reading the material in alignment with previously posed questions, categorizing, contrasting, and scrutinizing the contents based on these inquiries. They should interpret narratives, evaluate both content and activities, generate alternative stories, and connect the

content to real-life contexts. By doing so, students gain valuable tools that enhance their wisdom and autonomy. These skills empower them to craft their own texts and cultivate competencies that contribute to their role as engaged citizens in the global community and their future. This process may also contribute to a sense of fulfillment and happiness. Blanch (2008) not only articulates the function of textbooks in instructing social science courses but also associates it with the global citizen approach, a primary objective in international education, as discussed earlier. To illustrate this correlation, Blanch cites the work of South African scholar Wray (2005) titled "Facing the Past." Within this context, Blanch highlights the significance of encouraging children to cultivate continuous critical thinking. This involves teaching history using diverse sources—primary, secondary, and others—while taking into account the perspectives of the involved actors. Rather than simply extracting information and observing outcomes, children are presented with two versions of the same event. The aim is for them to value diverse interpretations, moving beyond mere information extraction, and to analyze the reasons behind the differences in viewpoints.

In section 2.6, I detailed the responses received from three international schools regarding my inquiry about the social science textbooks they utilize. They indicated that they do not rely on a specific textbook. From this standpoint, if educators do not view the textbook as the primary and exclusive tool, the potential for misleading case study selection may not be as significant, particularly within the context of international schools.

# Bibliography

Abdi, A. A. (2008). Globalization, education, and social justice. Routledge.

About Us - Global Publishers of Quality Educational Materials. (n.d.). www.hoddereducation.com. https://www.hoddereducation.com/about-us

About Us | Houghton Mifflin Harcourt. (n.d.). Www.hmhco.com. https://www.hmhco.com/about-us

Appadurai, A. (1996). Modernity at Large: Cultural Dimensions of Globalization. Minneapolis, MN: University of Minnesota Press.

Askwith Essentials: Who is Beverly Daniel Tatum? | Harvard Graduate School of Education. (2017, March 16). Www.gse.harvard.edu. https://www.gse.harvard.edu/ideas/askwith-education-forum/17/03/askwith-essentials-who-beverly-daniel-tatum

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. Qualitative sociology, 42(2), 139–160. https://doi.org/10.1007/s11133-019-9413-7

Banks J. A. & Banks C. A. M. G. (2016). Multicultural education : issues and perspectives (Ninth). John Wiley & Sons.

Bates, R. (Ed.). (2010). Schooling internationally : Globalisation, internationalisation and the future for international schools. Taylor & Francis Group.

BEA. (2023). U.S. bureau of economic analysis (BEA). Bea.gov. https://www.bea.gov/

Belfield, J., & Geographical Association. (2012). Collins IGCSE geography : Cambridge International Examinations. Student book. Collins Educational.

Bishara, M. (n.d.). Netanyahu is drawing the US into war with Iran. Www.aljazeera.com. Retrieved from https://www.aljazeera.com/opinions/2023/10/9/netanyahu-is-drawing-the-us-into-war-with-iran

Bryman A. (2012). Social research methods (Fourth). Oxford University Press.


Cambers, G., & Sibley, S. (2010). Cambridge IGCSE geography coursebook. Cambridge University Press.


Cambridge Assessment International Education. (2020). Cambridge International AS & A Level Geography syllabus 2020-2022. https://www.cambridgeinternational.org/Images/414139-2020-2022-syllabus.pdf


Cambridge Assessment International Education. (2023). Benefits of a Cambridge education.https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/


Cambridge Assessment International Education. (2023). How to recognise a Cambridge school. https://www.cambridgeinternational.org/why-choose-us/find-a-cambridge-school/recognise-a-cambridge-school/


Cambridge University Press, 2015 . https://www.cambridge.org/


Chinese Ministry of Education re-emphasises ban on overseas teaching materials at the compulsory education level | British Council. (2020). Britishcouncil.org. https://opportunities-insight.britishcouncil.org/news/market-news/chinese-ministry-of-education-re-emphasises-ban-overseas-teaching-materials


Christoff. A. J., Global Citizenship Perceptions and Practices Within the International Baccalaureate Middle Years Programme | Journal of International Social Studies. (2021). Www.iajiss.org. https://www.iajiss.org/index.php/iajiss/article/view/613


Christopher Merrett (2000) Teaching Social Justice: Reviving Geography's Neglected Tradition, Journal of Geography, 99:5, 207-218, DOI: 10.1080/00221340008978969


Clark, E.B., Savage, G.C. (2017). Problematizing 'Global Citizenship' in an International School. In: Choo, S., Sawch, D., Villanueva, A., Vinz, R. (eds) Educating for the 21st Century. Springer, Singapore. https://doi.org/10.1007/978-981-10-1673-8_22


College Board. (2023). AP Human Geography. https://apstudents.collegeboard.org/courses/ap-human-geography

Collins for Education, Revision, Dictionaries, Atlases & ELT. (2002). Collins. https://collins.co.uk/

Cooper L. & Hamilton S. (2020). Renewing workers' education : a radical vision. HSRC Press.

Cornell, S.E., & Starr, S.F. (2009). The Guns of August 2008: Russia's War in Georgia (1st ed.). Routledge. https://doi.org/10.4324/9781315699660

Create new possibilities with Pearson. Start learning today. (n.d.). www.pearson.com. https://www.pearson.com/en-gb.html

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.

CS Global Partners. (n.d.). About CS Global Partners. https://csglobalpartners.com/about-us/

Darlington, Ellie & Dunn, Karen. (2015). Motivations for Case Study Selection in GCSE Geography. Teaching Geography. 20-21.

De Andreotti, V. (2014). Soft versus critical global citizenship education. In M. A. Peters, A. C. Britzman, & M. T. Olssen (Eds.), Global citizenship education: Philosophy, politics, and practice (pp. 23-40). Sense Publishers.

Delve. Ho, L., & Limpaecher, A.(2022b, February 25). The Importance of Reflexivity in Qualitative Research. Essential Guide to Coding Qualitative Data. https://delvetool.com/blog/reflexivity

Diversity, equity and inclusion statement. (n.d.). International Baccalaureate®. https://www.ibo.org/about-the-ib/diversity-equity-inclusion/

Euromaidan Press. (2021, November 26). Ukraine demands Spain withdraw school textbooks with "Russian" Crimea. https://euromaidanpress.com/2021/11/26/ukraine-demands-spain-withdraw-school-textbooks-with-russian-crimea/

Eyjafjallajökull volcano. (2023, October 20). In Encyclopaedia Britannica. Retrieved October 22, 2023, from https://www.britannica.com/place/Eyjafjallajokull-volcano

Finlay, L. (1998). Reflexivity: An Essential Component for All Research? British Journal of Occupational Therapy, 61(10), 453–456. doi:10.1177/030802269806101005

Flood, A. (2015, January 5). Israeli anger at the Middle East atlas that shows Israel's borders as 'undetermined'. The Guardian. https://www.theguardian.com/books/2015/jan/05/middle-east-atlas-israel-anger

Forests, trees and human needs in Pacific communities. (n.d.). Www.fao.org. Retrieved from https://www.fao.org/3/XII/MS1-E.htm

Francisco M. Olmos-Vega, Renée E. Stalmeijer, Lara Varpio & Renate Kahlke (2022) A practical guide to reflexivity in qualitative research: AMEE Guide No. 149, Medical Teacher, 45:3, 241-251, DOI: 10.1080/0142159X.2022.2057287

Freire, P. (1970). Pedagogy of the Oppressed. New York: Continuum Books.

Fretwell, M., Kelly, D., & Nanson, J. (2017). Geography for Cambridge International AS & A level. Oxford University Press.

Garth Andrew Myers (2001) Introductory Human Geography Textbook Representations of Africa, The Professional Geographer, 53:4, 522-532, DOI: 10.1111/0033-0124.00302

GlobalData, Power plant profile: Sangtuda, Tajikistan. Power Technology (2023). https://www.power-technology.com/marketdata/power-plant-profile-sangtuda-tajikistan/?cf-view

Gran Misión Barrio Nuevo Barrio Tricolor ha rehabilitado más de 2 millones de viviendas - MPPRE. (2022). Mppre.gob.ve. Retrieved from https://mppre.gob.ve/2022/12/07/gran-mision-barrio-nuevo-barrio-tricolor-rehabilitado-2-millones-viviendas/

Guinness, P. (2010). Cambridge geography for the IB diploma patterns and change. Cambridge University Press.

Hall, Stuart. "The West and the Rest: Discourse and Power." In Modernity: An Introduction to Modern Societies, ed. Stuart Hall, David Held, Don Hubert, and Kenneth Thompson, 184-227. Oxford: Blackwell Publishers, 1996.

Hayden, M., & Thompson, J. (1995). International Schools and International Education: A Relationship Reviewed. Oxford Review of Education, 21(3), 327–345. http://www.jstor.org/stable/1050876

Hayes, A. (2023). Descriptive Statistics: Definition, Overview, Types, Example. Investopedia. https://www.investopedia.com/terms/d/descriptive_statistics.asp

Held, D., & McGrew, A. (Eds.). (2014). Routledge International Handbook of Cosmopolitanism Studies. Routledge.

Hicks, K. (2010). Yawning sixth formers: An action research project examining how we can move beyond passive learning in sixth form teaching of case studies in urban management.

Hingston, T. (2023, August 9). The most recent data on the international schools market for 2023. ISC Research. https://iscresearch.com/the-most-recent-data-on-the-international-schools-market-for-2023/#:~:text=As%20of%20July%202023%2C%20ISC

Howell, D. C. (2018). Statistical methods for psychology (8th ed.). Cengage Learning.

Huxley, J. (1946). Unesco.org. https://unesdoc.unesco.org/ark:/48223/pf0000068197

Illegal logging threatens Romania's unique virgin forests. (2022, May 31). Euronews. https://www.euronews.com/2022/05/31/how-illegal-logging-is-threatening-romania-s-unique-virgin-forests

International Baccalaureate Organisation. (2023). Individuals and societies. https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/

International Baccalaureate Organisation. (2023). Our mission. https://www.ibo.org/about-the-ib/mission/

International curriculum. (n.d.). www.cambridgeinternational.org. https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/international-curriculum/

International Seminar--History and Social Science Textbook (Santiago de Chile, 2008). (2009). In ERIC. https://eric.ed.gov/?id=ED508696

ISC Press Office. (2015, November 17). How valuable is an international education? [Blog post]. ISC. https://www.isc.co.uk/media-enquiries/isc-blogs/how-valuable-is-an-international-education/

ISC Research (2022, May 17). Name changes, foreign textbook bans, and strict regulations impact schools in China offering international education. ISC Research. https://iscresearch.com/education-policy-changes-in-china/

Jamieson, M. K., Govaart, G. H., & Pownall, M. (2023). Reflexivity in quantitative research: A rationale and beginner's guide. Social and Personality Psychology Compass, 17(4), e12735. https://doi.org/10.1111/spc3.12735

Johnsen, E. B., & Sivesind, L. (1993). Textbooks in the kaleidoscope: A critical survey of literature and research on educational texts. Oslo: Scandinavian University Press.

Johnson, N. F. (2023). The US is inspiring education censorship elsewhere. Www.aljazeera.com. Retrieved from https://www.google.com/url?q=https://www.aljazeera.com/opinions/2023/1/4/the-us-is-exporting-education-censorship-2&sa=D&source=docs&ust=1697987029900727&usg=AOvVaw3lKbAWYdWPqoyhKCdxurvt

Jones, M., & Lambert, D. (Eds.). (2012). Debates in Geography Education (1st ed.). Routledge. https://doi.org/10.4324/9780203136614

Jongwon Lee & Simon Catling (2017) What do geography textbook authors in England consider when they design content and select case studies?, International Research in Geographical and Environmental Education, 26:4, 342-356, DOI: 10.1080/10382046.2016.1220125

Kelly, D., & Fretwell, M. (2017). Complete geography for Cambridge IGCSE. Oxford University Press.

Khunou G. Phaswana E. D. Khoza-Shangase K. & Canham H. (2019). Black academic voices : the south african experience. HSRC Press.

Kim, J. Y., & Orr, D. (2014). Education for global citizenship in the context of national policies: A comparative analysis of the Canadian and Japanese cases. Compare: A Journal of Comparative and International Education, 44(2), 253-273.

Kimeu, C. (2023, May 30). After a plastic bag ban, Kenya takes another shot at its pollution problem. The Guardian. https://www.theguardian.com/global-development/2023/may/30/kenya-wrestles-with-its-plastic-pollution-problem

Krippendorff, K. (2019). Content analysis. SAGE Publications, Inc., https://doi.org/10.4135/9781071878781

Kupermintz, H., & Levy, S. (2008). The role of teacher selection of supplemental materials in promoting classroom diversity. Journal of Curriculum Studies, 40(1), 107-129.

Lai, O. (2022, March 7). Deforestation in Southeast Asia. Earth.org - Past | Present | Future. https://earth.org/deforestation-in-southeast-asia/

Letyagin A.A 2013., Geography Grade 6 textbook. 11book.ru. Retrieved from http://11book.ru/6-klass/159-geografiya/1106-geografiya-6-klass-letyagin

Levstik, L., & Barton, K. C. (2005). Using primary sources to promote critical thinking in history classrooms. The Social Studies, 96(6), 256-262.

Lisa Zagumny lzagumny@tntech.edu & Amanda B. Richey (2013) Orientalism(s), world geography textbooks, and temporal paradox: questioning representations of Southwest Asia and North Africa, International Journal of Qualitative Studies in Education, 26:10, 1330-1348, DOI: 10.1080/09518398.2012.731534

Loewen, J. W. (1995). Lies my teacher told me: Everything your American history textbook got wrong. New Press.

M, Bamberger (2012), Introduction to mixed methods in impact evaluation. https://www.interaction.org/wp-content/uploads/2019/03/Mixed-Methods-in-Impact-Evaluation-English.pdf

M. Tatar, D. Hatzfeld, A. S. Moradi, A. Paul, The 2003 December 26 Bam earthquake (Iran), Mw 6.6, aftershock sequence, Geophysical Journal International, Volume 163, Issue 1, October 2005, Pages 90–105, https://doi.org/10.1111/j.1365-246X.2005.02639.x

Machin, D. (2023, October 20). International schooling: A story of growth, growth and growth (so far…). EDDi: Educational Digest. https://medium.com/eddi-educational-digest/international-schooling-a-story-of-growth-growth-and-growth-so-far-e32d67c78c8f

Magnusson, J. (2021). The functions of textbooks: A textbook analysis of text genres and their representation (Degree Project, 15 Credits). English for Subject Teachers, 61-90 credits, Linnaeus University.

Matasci, D. (2022). Decolonizing Education: Historical Perspectives and Contemporary Challenges. African Studies Review, 65(3), 761-770. doi:10.1017/asr.2022.71

Mignolo, W. (2018). 6 The Conceptual Triad: Modernity/Coloniality/Decoloniality. In On Decoloniality: Concepts, Analytics, Praxis (pp. 135-152). New York, USA: Duke University Press. https://doi.org/10.1515/9780822371779-009

Muller, G.C. (2012). Exploring characteristics of international schools that promote international-mindedness.

Nagle, G. & Cooke, B., (2017). Oxford IB Diploma Programme: Geography Course Companion. Oxford University Press.

Nagle, G., Briony Cooke, & Oxford University Press. (2011). Geography : Oxford IB diploma programme : course companion. Oxford University Press.

Nations, U. (n.d.). Global Citizenship Education. United Nations. Retrieved November 27, 2022, from https://www.un.org/en/academic-impact/page/global-citizenship-education#:~:text=The%20primary%20aim%20of%20Global

Neuendorf, K. (2017). Contexts. SAGE Publications, Inc, https://doi.org/10.4135/9781071802878

Office of the United States Trade Representative. (2020). United States-Mexico-Canada Agreement. Ustr.gov. https://ustr.gov/trade-agreements/free-trade-agreements/united-states-mexico-canada-agreement

Overview. (2016). World Bank. https://www.worldbank.org/en/country/gambia/overview

Petrilli, M., & Eberhardt, T. (2012). Obama's Education Record. Education Next, 12(2), 39–43. https://eric.ed.gov/?id=EJ968953

Pletcher, K. (2019). Super Typhoon Haiyan | storm, northern Pacific Ocean [2013] | Britannica. In Encyclopædia Britannica. https://www.britannica.com/event/Super-Typhoon-Haiyan

Rafferty, J. (2023). Nepal earthquake of 2015 | Magnitude, Death Toll, Aftermath, & Facts. In Encyclopædia Britannica. https://www.britannica.com/topic/Nepal-earthquake-of-2015

Rajamanickam, R. (2019). Banning Books In Malaysia: The Legal Perspective. https://doi.org/10.15405/epsbs.2019.10.21

Reardon, S. F., Kalogrides, S. & Shores, K. (2019). The geography of racial/ethnic test score gaps. American Journal of Sociology, 124(4), 1164-1221. https://doi.org/10.1086/700678

Rizvi, F. (2014). Encountering education in the global: The selected works of Fazal Rizvi doi:10.4324/9781315857114

Rubenstein, J. M. (2013). An introduction to human geography : the cultural landscape. Pearson/Prentice Hall.

Saint-Pierre | Volcano & 1902 Eruption. (n.d.). Encyclopedia Britannica. https://www.britannica.com/place/Saint-Pierre-Martinique

Sakhalin Island | island, Russia | Britannica. (n.d.). Www.britannica.com. https://www.britannica.com/place/Sakhalin-Island

Sarah W. Bednarz (2004) US World Geography Textbooks: Their Role in Education Reform, International Research in Geographical and Environmental Education, 13:3, 223-238, DOI: 10.1080/10382040408668517

Scarlett, A. (2015, September 23). The importance of host country context for international schools.LinkedIn.https://www.linkedin.com/pulse/importance-host-country-international-school-adrian-scarlett

Seán Morrow (2023) The Changing Face of Colonial Education in Africa: Education, Science and Development, South African Historical Journal, DOI: 10.1080/02582473.2023.2248553

Seide, W. (n.d.). Dividends of Cooperation: The Case of Nile River. https://unece.org/fileadmin/DAM/env/documents/2014/WAT/05May_22-23_Geneva/case_studies/6.3.W.Seide_Nile_River_case_study.pdf

Shinabe, N. (2018). Revealing a hidden curriculum in educational discourses: A study of the representation of Europe and Asia in Spanish and Japanese school textbooks. Discourse & Society, 29(6), 674-690. https://doi.org/10.1177/0957926518802963

Silverman D. (2012). Interpreting qualitative data. SAGE.

Sleeter C. E. & Zavala M. (2020). Transformative ethnic studies in schools : curriculum pedagogy and research. Teachers College Press.

Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. Health education quarterly, 19(1), 1–8. https://doi.org/10.1177/109019819201900101

Tatum, B. D. (2017). Why are all the black kids sitting together in the cafeteria? And other conversations about race. Basic Books.

Tella, O., & Shireen Motala. (2020). From Ivory Towers to Ebony Towers.

The Editors of Encyclopedia Britannica. (2018). Indian Ocean tsunami of 2004 | Facts & Death Toll. In Encyclopædia Britannica. https://www.britannica.com/event/Indian-Ocean-tsunami-of-2004

The Korea Herald. (2022, October 11). S. Korea's textbooks to reflect more diverse views on history. Retrieved from https://www.koreaherald.com/view.php?ud=20221011000594

Toumi H. (2016, January 5) Kuwait pulls out "inappropriate" books from schools. Gulfnews.com. https://gulfnews.com/world/gulf/kuwait/kuwait-pulls-out-inappropriate-books-from-schools-1.1648475

Trembath. S., . (n.d.). Subject Guides: Antiracist Praxis: Decoloniality. Subjectguides.library.american.edu. https://subjectguides.library.american.edu/c.php?g=1025915&p=7715527

Trochim, W. M. K. (2006). The Qualitative Debate. Research Methods Knowledge Base. http://www.socialresearchmethods.net/kb/qualmeth.php

UNESCO. (2016). World Social Science Report 2016: Challenging inequalities: Pathways to a just world. UNESCO. https://en.unesco.org/wssr2016

UNICEF ratifica a El Sistema Nacional de Orquestas y Coros Juveniles e Infantiles de Venezuela como Embajador de Buena Voluntad por los derechos de la infancia. (2022). Www.unicef.org. Retrieved from https://www.unicef.org/venezuela/comunicados-prensa/unicef-ratifica-el-sistema-nacional-de-orquestas-y-coros-juveniles-e-infantiles

Wang. Y., "Workers" or slaves? Textbook maker backtracks after mother's online complaint.. (2015, October 6). The Washington Post. https://www.washingtonpost.com/news/morning-mix/wp/2015/10/05/immigrant-workers-or-slaves-textbook-maker-backtracks-after-mothers-online-complaint/

Watson, D., & Williams, H. (2016). Cambridge IGCSE Geography Study and Revision Guide. Hachette UK.

Whaley, N. (2017, October 19). Pearson issues apology for publishing "racist" theories about treating pain in nursing textbook. Mic. https://www.mic.com/articles/185387/pearson-issues-apology-for-publishing-racist-theories-about-treating-pain-in-nursing-textbook

What is Global Citizenship? (n.d.). CS Global Partners. https://csglobalpartners.com/resources/what-is-global-citizenship/

White. N Revealed: More Offensive Statements Found In GCSE Textbook Pulled From Shelves Amid Racism Claims. (2018, October 19). HuffPost UK. https://www.huffingtonpost.co.uk/entry/offensive-statements-gcse-textbook_uk_5bc4af5ce4b0bd9ed55c8325

Whittaker, I., Abbiss, P., & Fyfe, H. (2016). AQA A-level Geography Fourth Edition. Hodder Education.


Witherick, M. (2017). Pearson Edexcel International GCSE (9-1) Geography Student Book Ebook. Pearson Higher Ed.


Wood. H., (2021, October 23) Hodder Education removes textbook over question about Native Americans. (n.d.). The Bookseller. https://www.thebookseller.com/news/hodder-education-removes-textbook-after-questioning-exaggeration-native-americans-treatment


World Nuclear Association. (2023, August). Fukushima Daiichi Accident. World-Nuclear.org; World Nuclear Association. https://world-nuclear.org/information-library/safety-and-security/safety-of-plants/fukushima-daiichi-accident.aspx


Yorke, O. (2020, November 19). Deforestation in Russia: Depleting the Lungs of the World. Earth.org - Past | Present | Future. https://earth.org/deforestation-in-russia/