



Editorial

We are looking back on a well organized and inspiring conference in Santiago de Compostela. Our Spanish colleagues have done a great job and they really were a wonderful host for every participant. We enjoyed the very well-considered keynotes, the informing paper presentations, the many informal contacts during delicious lunches and a conference dinner with that witchy ending... We already are looking forward to our next conference which will be held in 2011 in Lithuania. We hope to see you all again. In this Newsletter you will find some concluding remarks of one of the participants.

Meanwhile other activities are speeding up. To begin with: if you want to publish your paper in our Santiago Volume you have to stick to the deadline of January 31st. Our editing team will be very severe in holding that line! In this Newsletter you will find the guidelines. Furthermore: coming year there are two issues of our e-journal planned. The deadline for the first issue is February 12th. And last but not least there will be a mini-conference in Canada. More information will be published in the next Newsletter.

In this Newsletter you will find information about one of the Textbook Institutes. This time Læremiddel.dk is presenting itself to you. And we were present at the Best European Schoolbook Award ceremony at the Frankfurt Book Fair. Furthermore several calls from colleagues for help. And invitations to take part in conferences and courses.

It's good to see that IARTEM is a vivid organization!

(Arno Reints)

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NEWS FROM IARTEM

A new board

During the General Assembly in Santiago a new board was appointed. Eva Matthes, Jana Huttova and Bente Aamotsbakken left the board and Tania Braga was appointed as new board member. The board decided to ask Jim McCall being their secretary which Jim accepted. The board also said goodbye to Ragnhild Lund, who replaced Bente Aamotsbakken the last three-half year as secretary. Ragnhild did a wonderful job in co-organizing the conference of Santiago de Compostela.

And this is our new board member: **Tania Maria F. Braga Garcia**



Professor of the Department of Theory and Practice of Teaching and of the Post-graduation Program in Education from the Universidade Federal do Paraná (South of Brazil), where she develops activities regarding teaching, research and extension programs. She has a Bachelor's degree in Philosophy and Pedagogy, Masters and Ph.D. in Education by the Universidade de São Paulo (Brazil). Research grant award from the Brazilian National Council of Technological and Scientific Development.

She has been coordinating, since 2000, the research group in Didactic Publishing (NPPD/UFPR), where she develops study and research activities about textbooks and manuals dedicated to teachers' formation. One of the activities of the group, is concerned with production of textbooks for Local History teaching in municipalities of the surrounding areas of Curitiba, capital of the state of Paraná. The proposal of a joint work between the University and the municipalities has as one of its main aims the production of a textbook by the teachers and students involved in programs of continuous education.

School textbooks and other didactic materials have been object of study either in her research or as part of her work in supervising undergraduate, Masters, Ph.D. or post-Ph.D. students. Currently she conducts research about the use of textbooks in everyday life in schools.

She has written books, chapters of books and articles, has been a speaker in conferences and presented work about the research outcomes in scientific events, in Brazil and other countries such as Spain, Portugal, England, Argentina and Mexico.

She also developed, between 1990 and 2005, activities as co-author of textbooks and was editorial project coordinator of didactic and literary books.

(Arno Reints)

The biannual report of 2007-2009

During the Assemblée the following biannual report of the two preceding years was approved.

The board has held four meetings from 2007-2009: September 8., 2007 in Tønsberg, April 28., 2008 in Santiago de Compostela, October 8., 2008 in Antananarivo, February 4. 2009 in Santiago de Compostela.

The conference volume *Peace, Democratization and Reconciliation in Textbooks and Educational Media* from Tønsberg is now published on the IARTEM web site. In the board we have had discussions about to publish either a web version or a printed version of the conference articles. Background for the discussions was the growing numbers of articles and the cost of publishing that many articles in prints and the cost of the distribution. IARTEM is a non-profit organisation which means that we have limited funds. Besides, IARTEM is not allowed to sell publications. The web version of the anthology can be downloaded for free.

From the mini-conference in Antananarivo, Madagascar, some articles have been published in the IARTEM e-journal volume 2. The articles can be downloaded for free. The editors call for new articles. All the articles in the e-journal are reviewed. Editors of the e-journal are Mike Horsley, Natalija Mazeikiene - both board members - and Staffan Selander, the former president of IARTEM.

IARTEM has published four newsletters, edited and mostly written by board member Arno Reints. Also Arno Reints has edited the website. The secretariat of IARTEM has been hosted by the Centre for Pedagogical Texts and Learning Processes at Vestfold University College. Board member Bente Aamotsbakken was the secretary from 2007-08, and Ragnhild Lund took over from 2008-09.

The mini-conference in Antananarivo, Madagascar took place October 6.-8., 2008. Participants came from Zambia and Madagascar. There were participants from several places in Madagascar. Four members from the board participated in the mini-conference. Also, the former president of IARTEM joined the mini-conference. The mini-conference focused on "Understanding and improving the role of textbooks and educational media in a resource-challenged environment". After the mini-conference the secretary of IARTEM and the former president visited the Ministry of Education at Madagascar.

In June 2009 the president participated in UNESCO's expert meeting about "Guidelines for Enhancing Quality Education through Textbooks and Learning Media" in Cairo, Egypt. This meeting was a follow up of the expert meetings in Paris, June 2007 and in Doha, March 2008 with focus on "Thinking and Building Peace Through Innovative Textbook Design".

IARTEM has supported the European Educational Publishers Group (EEPG) in launching a new competition called *Best European Schoolbook Awards 2009*. The event took place in co-operation with the Frankfurt Book Fair.

(Susanne V. Knudsen)

The Conference in Santiago: impression of one of the participants

Tom van der Geugten was one of the more than 100 participants in the well organized Santiago conference. Tom is chairman of the Dutch Association of Textbook Authors and teacher trainer in Textbook Policy and Development. He is following the developments in the Netherlands very intense and was curious about what happens in the rest of the world. Here are his perceptions.

On the basis of what I saw and heard during the conference these were my tentative conclusions:

- Scientific research of textbooks is taken place more and more, with emphasis on production, quality control and use of textbooks; from an historian perspective textbooks are important in representing dominant cultures.
- In many countries textbooks are the core of educational practice and this will be so within the years to come. In developing countries there is often a lack of sufficient textbooks (see f.e. <http://www.unesco.org/en/textbook-development>). In Japan the use of textbooks is obligatory. An exceptional situation is found in England, where a vast minority of teachers does not use textbooks but is working with (often illegal) copies. In many countries textbooks incidentally are being supplemented by other materials, often from the internet.
- In many countries the government pays for the textbooks. In Portugal and some German Bundesländer textbooks are paid by parents.
- A number of eastern European countries have switched from the state controlled production of textbooks to a free market system, like in Estonia.
- In practically all countries the national government sets a national curriculum to which textbooks have to adjust; in a number of countries there are regional differences, like in Germany and Spain.
- In many countries the national government monitors the quality of textbooks using approval procedures which can last from three months (Japan) to two years (Austria); often the criteria in use stimulate a change from reproductive to constructive learning.
- In many countries many teachers do not know what the government expects from them. They don't see the differences between the curriculum and the textbooks, are not trained in efficiently and effectively realizing learning goals and have not the capability to use their textbooks in a flexible way. Their didactical insights however play a crucial role in the quality of education.
- In many countries schools get money to buy computers, but often these computers are hardly used. In Norway the government pays a publisher to offer schools their digital material for free. In Spain a number of schools collaborate in the project Escuela 2.0 to use more digital materials.

In the Netherlands many things happen that also happen in other countries concerning textbook development. But as far as I know, there is no other country where a national government invests millions of euro's in a national platform with a uniform standard for open source materials for primary and secondary education. In that respect the Netherlands take an isolated position.

(Tom van der Geugten)

Deadline papers Conference volume Santiago de Compostela: January 31st 2010

Please find below the Guidelines for paper submissions to the 10th IARTEM Conference Volume. Please follow the guidelines closely to assist the editors and speed up the editing process so that the Conference Volume can be published on the IARTEM website as soon as possible. **Electronic copy** must be used. Send your paper to all three editors:

Jesus Rodriguez Rodriguez at jesus.rodriguez.rodriguez@usc.es

Mike Horsley at m.horsley@cqu.edu.au

Susanne Knudsen at susanne.knudsen@hive.no

Guidelines for the authors of Papers

Each paper should not exceed 5-7 pages (workshop) and 10-12 pages (keynote, theoretical session, methodological session) including notes and references. A full text page is equivalent to approx. 4000 characters (including space).

Structuring of articles

- Title heading
- Author name
- Introduction (without heading)
- Sections of the article (with section headings)
- Notes (properly numbered)
- References.

Language and form

Submitted manuscripts must be written in good English, Galician or Portuguese. Words should not be divided. Accentuations in the text (book titles, and only book titles) should be marked in *italic*. Do not use bold or different fonts in the text. As a general rule; use as few word processing codes as possible. New paragraphs should be marked by a line break and tabulator indentation. Use Times New Roman font size 10 for the text and 12 for the headings.

Quotes longer than approximately two lines should be written in ordinary types, but as a new paragraph (do not use tabulator but indentation). Question marks are not used in connection with indented quotes. Double spaced lines are used before and after indented quotes. Short quotes should be written in the text itself and quotation marks used.

Headings should be placed on the left side of the page without punctuation. Use double line spacing when shifting from section headings to text. Do not number sections.

Notes should be numbered consecutively, and be provided on the page that they are introduced.

Illustrations and tables should be kept to a minimum.

References within the text should be reasonable and given in parentheses mentioning the author's last name and year of publication (Selander 1994). References should not be given as notes. Specific page or section references follow the year of publication and without p. for page (Selander 1994, 27). Reference is placed at the end of the sentence. All works cited in the text must be listened, and there must be no references to works not cited in the article. If possible, the author's first name should be mentioned in the reference list. References should be typed according to the following examples:

Book titles and article titles *in your own language* must be translated into English and put in parentheses.

Book:

Buckingham, David. 2003. *Media Education. Literacy, Learning and Contemporary Culture*. Cambridge, Oxford and Malden: Polity Press.

Article in anthology:

Hutova, Jana & Nogova, Maria. 2005. Education and Textbook Systems in the Slovak Republic. In: Mike Horsley, Susanne V. Knudsen & Staffan Selander (eds.) *Has Past Passed? Textbooks and Educational Media for the 21st Century*. Bratislava and Stockholm: Stockholm Institute of Press.

Article in journal:

Lather, Patti. 1992. Critical Frames in Educational Research: Feminist and Post-structural Perspectives. *Theory into Practice* 2, 87-99.

DEADLINE for paper submission is January 31st, 2010

(Mike Horsley)

Timetable IARTEM e-Journal

Editors Mike Horsley, Staffan Selander and Natalija Mazeikiene have decided on this timetable for the IARTEM *e-journal*:

The IARTEM eJournal will be published twice a year in 2010.

- Volume 3 No 1 will be published on June 1st 2010
- Volume 3 No 2 will be published on December 1st 2010.

Potential authors need to be aware that papers need to be received by the editors by February 12th to be eligible for inclusion in Volume 3 No 1, 2010.

Potential authors need to be aware that papers need to be received by the editors by July 12th to be eligible for inclusion in Volume 3 No 2, 2010.

The IARTEM e-journal has been listed in the Australian Research Council list of referred and scholarly journals. This is important, because publication in the eJournal now counts for research output and publications, and consequently for research funding.

(Mike Horsley)

Dates of IARTEM-conferences and board meetings

March 15, 2010: board meeting in Kaunas/Vilnius, Lithuania

August 23-25, 2010: mini conference in Montreal, Canada

September 2011: next IARTEM-conference in Kaunas/Vilnius, Lithuania

(Arno Reints)

NEWS FROM THE FIELD

Conferences

DESIGNS FOR LEARNING

2nd international conference 2010 - towards a new conceptualization of learning

17th - 19th of March 2010
Stockholm University
Campus Konradsberg SWEDEN

2010 conference will focus on a new conceptualization of learning in terms of media, arenas, artefacts and spaces used for learning. Conference paper presentation will be organized around different themes. Additionally, workshops will be organized around specific areas of interest.

Theo van Leeuwen and Jonas Linderoth will be two among the keynote speakers.

Forms for registration will be available from the conference website:
www.designsforlearning.nu/conference.htm

(Staffan Selander)

Institutes

Laeremiddel.dk: National Knowledge Center for Designs for Learning

What is laeremiddel.dk?

Laeremiddel.dk is a knowledge centre for teaching resources and designs for learning, which is funded by the Danish Ministry of Education and three Danish university colleges: University College Lillebaelt, University College Sealand and University College South.

Purpose and consultancy

The purpose of the centre is to develop and disseminate research-based knowledge on the effect of teaching resources on learning and teaching. In addition, the centre provides consultancy and evaluation services to producers of teaching resources, local school authorities and educational institutions.

Research domains

The scope of Laeremiddel.dk is wide, encompassing textbooks as well as digital learning resources. A particular focus area involves the significance of multi-modality and research into different types of blended learning.

The projects of the centre are organised along three tracks:

Production: Projects which contribute to charting, evaluating and assisting product development and ensuring the quality of teaching resources.

Assessment: Projects which contribute to charting, evaluating and developing assessment tools for teaching resources in the educational and publishing sectors.

Application: Projects which contribute to charting, evaluating and developing teaching resource cultures and the application of teaching resources.

Some project examples

Presented as papers at the 10th International Conference on Textbooks and Educational Media, 3rd-5th September 2009, Santiago de Compostela, Spain are:

Design for examination of educational materials

Assessing educational materials is a complex matter which may serve various purposes and may be used in many different ways by as many different participants/users. Assessing educational materials has an innovative potential in the sense that such assessments may carry with them new teaching methods, new ways of organizing the classroom, new pedagogical ideas etc. However, for such innovative qualities to see light a context is necessary - that is, a context that includes the classroom and how it is organized, how the school is organized, the infrastructure of the school, the teachers' academic and didactic competences etc.

Also, it is important to point out that through such assessments, focus will also be on the existing culture of the school, that is, what are the current school cultural, infrastructural, teacher competences and organizational settings that ensure and facilitate the pedagogical potential of the educational material.

Assessing educational materials is therefore not only a matter of having some tools at hand for analyzing classroom work on a general basis. It is even more so to be looked upon as a lever to meet extensive and far-reaching pedagogical visions and a basis for strategic school development.

Jens Jørgen Hansen, Lector, PhD, jjh@ucsyd.dk

Towards a design for holistic evaluations of designs for learning

What works, how does it work, and under which circumstances? With basis in these questions Thomas Illum Hansen, director and PhD, National Knowledge Center for Designs for Learning, and Jeppe Bundsgaard, Associate Professor, PhD School of Education, University of Aarhus present a framework for evaluating learning materials and their designs for learning. The framework encompasses three perspectives or stages in an evaluation:

- 1) ***the potential learning potential, i.e. the affordances and challenges of the learning material, and the competences supposedly supported when working with the material***
- 2) ***the actualized learning potential, i.e. the potential for learning when the design for learning is enacted by integrating the learning material in a situation in a given context, and***
- 3) ***the actual learning, i.e. how the participants actually develop their competences through working with a learning material or enacting a design for learning.***

Each perspective calls for a number of distinctive methods of investigation: potential learning potential is explored among others through a phenomenological model for analyzing designs for learning, the actual learning potential is analyzed through

theoretically informed observations with focus on processes, power relations, student interaction with each other and the artefacts etc., and actual learning is examined through tests, student products, teacher's estimates and analyses.

(Jens Jørgen Hansen/Thomas Illum Hansen)

Other news

Many attendants at Award ceremony at Frankfurt Book Fair

This year the European Educational Publishers Group (EEPG) has launched a new competition called **Best European Schoolbook Awards 2009** which co-organized by the Frankfurt Book Fair, IARTEM (International Association for Research in Textbooks and Educational Media) and the EEPG. At Saturday October 17, at the Frankfurt Book Fair, the Awards were presented to the winning educational publishers.

On behalf of IARTEM, board member Arno Reints, was invited to say a few words. Here are his words:

“Ladies and gentlemen,
It’s really a great honour for me and a pleasure that I’ve been invited to say a few words on behalf of the International Association of Researchers on Textbooks and Educational Media (IARTEM).

IARTEM is one of the co-operators of the Best European Schoolbook Award. And it works to:

- promote research on - and understanding of - textbooks and educational media
- establish contacts between all parties interested in educational media and textbook issues
- strengthen the focus on educational media and textbook issues in teacher education and teacher training.

IARTEM organizes bi-annual international research conferences and publishes conference reports. The most recent mini-conference was held on 3 - 5 September 2009 in Santiago de Compostela, Spain.

IARTEM is a non-profit organization independent of any institutional or commercial interest. Membership is individual, and can be given to professionals working in all fields related to textbook issues and educational media.

The reason that IARTEM supports the Best European Schoolbook Award is that IARTEM first of all is convinced of the fact that an award or any competition will put forward the quality of textbooks. And furthermore: IARTEM is an organization of researchers. And from that perspective we find it very important that the criteria in use for assessing the quality of textbooks are criteria that matter. Criteria which are evidence-based, so to speak. Or legitimized by empirical research or theoretical frameworks.

Together with the EEPG we want to continuously improve the checklist in use and the assessment-procedure. In fact some of the assessors are active members or even board members of IARTEM.

On behalf of IARTEM I congratulate:

- the director of the EEPG, Preben Späth, with the 48 entries from 26 publishers from 17 different European countries
- the winners of the awards, with their beautiful and learning supportive textbook packages

And I wish all educational publishers in Europe wisdom, creativity and successful business models to work on the textbook or learning packages of the future. It's our conviction that despite the digital possibilities and despite movements of teacher-developed learning materials, textbooks will never disappear. At least we hope they never will, because of their unique contribution to the learning process.

I thank you for your attention.”

See also: www.schoolbookawards.org

(Arno Reints)

Chilean Ministry seeking for Graphic Design assessment instruments

Request

In the willing to improve our textbooks, we are searching for other countries' assessment instruments in order to get feedback. Specifically, we are looking for graphic design assessment instruments, whatever its modality may be (rubric based or a different qualitative/quantitative approach).

Background

The Chilean Textbook Programme is the entity in charge of designing and implementing a bidding process each year, in order to call for offers from the publishing houses. One of the outstanding activities of the Textbook Programme is to evaluate these offers supplied in order to select the awarded ones. That meant to develop a rigorous assessment process that allows us establishing the technical-pedagogical quality of offers supplied by publishing houses. The assessment instruments focus on pedagogical contents, graphic design, orthographic and typing mistakes, as well as pilot classroom assessment. Most of them are rubric based scales, and each one is applied separately from the other by different professionals.

Chilean Ministry of Education provides free textbooks to 90% of students' population (near 16 millions of textbooks for 2009). Those textbooks range from pre-school to the last secondary education grade, covering subjects such as Spanish Language and Literature, Mathematics, History and Social Sciences, Biology, Chemistry, Physics and English.

Any information or request, please e mail to: ximena.zepeda@mineduc.cl

We will be looking forward to receiving graphic design assessment instruments and criteria as requested.

(Ximena Zepeda)

What makes an effective textbook?

From March 1-3, 2010 a course on **textbook writing and evaluation** will be organized in Utrecht, The Netherlands. After a successful running of the courses in February and September 2008 with 30 participants from all over the world, the course will be organized now for the third time. The course leaders are James McCall (Textbook Consultant) and Arno Reints (CLU. University of Utrecht). The course is meant for educational publishers, teachers, educational quality managers , ministries of education etc.

How to obtain the quality of textbooks will be the leading theme of the course. The course is organized around four categories for evaluation:

- quality of content
- pedagogical approach
- design and presentation
- production standards

For information, please send an email to a.reints@clu.nl

(Arno Reints/ JimMcCall)

Complexity Index for schoolbook exercises?

To clear didactic strategies in schoolbooks it could be helpful to invent an index to mark the complexity of exercises. With it, the retrospective integration and refreshment of former abilities of pupils could be made systematically practicable. This is a hypothesis and initiative question from German colleague Dirk Schwann, physiotherapist with didactic background.

The effectiveness of this index onto the skill training in switching between ultra short-term, short-term and long-term memory could become a plausible subject of a specified evaluation. Influences to the evolution of pupils personality, intelligence, motivation and practical abilities can be expected. Perhaps a complexity index will be a necessary tool to improve the didactic value of traditional learning institutions, if the PC and mass medias continuing to perform in attractiveness.

Please email to: DirkSchwann@aol.com

(Dirk Schwann)

Call for Papers: International Summer School

of the Georg Eckert Institute for International Textbook Research

‘Textbooks and Beyond: Educational Media in Global Contexts’

Braunschweig, Germany, 23-28 August 2010

This international Summer School invites applications from doctoral candidates and post-doctoral scholars from the social sciences and humanities who are conducting research on textbooks or other media used in school contexts.

While globalisation can be defined in a variety of ways, global dimensions have clearly altered the contents, availability, production and distribution of educational media. National forms of reference are changing, political boundaries are shifting, and an increased awareness of socio-cultural differences within nation states are drawing attention to the multiple, contingent and situated nature of identity.

The contents and pedagogical approaches of educational media, which have traditionally depicted canonical knowledge, societal norms, regional/national identities and culturally legitimate values, have long been a subject of conflict and negotiation among curriculum authorities, politicians, textbook authors, teachers and publishing houses. A central question is now to what extent globalisation is affecting media used in school contexts, such as museums, memorials, commercial films, posters, advertisements, social network websites and other online resources. These are increasingly drawing on sources far beyond those produced for their particular local or national settings.

The Summer School thus pursues three interrelated aims. Firstly, it seeks to broaden participants' understanding of current theories and methodologies and to explore new directions in educational media research in the light of globalisation trends. Secondly, it provides an interdisciplinary and international forum to discuss and develop new topics and globalised frames of reference within specific research contexts. Finally, it aims to consolidate and develop further an expanding network of young scholars working in this field, also with a view to future collaboration.

Methods and approaches will be presented and discussed in five panels and corresponding workshops on the following topics:

- **Historical development** of educational media used in schools, looking at the transnational processes involved.
- **Media theory** and the global dimensions of intermediality, as educational media inform and refer to other global media.
- **Diversity in** school learning and teaching materials, and **of** the users of these materials.
- **Reception studies**, which must now take into consideration the global relevancy of spaces influencing media use and the multiplicity of receiving positions.
- **Contemporary production processes** and the changes resulting from the global context of contemporary media production, e.g. the rapid and global circulation of ideas given today's technology.

The working language of the Summer School will be English. Reimbursement of accommodation and travel costs for participants will be subject to funding.

Application deadline: 25 January 2010

Doctoral candidates and post-doctoral scholars are invited to submit abstracts related to these topics and their research interests of no more than one page, together with a cv and publication list, to Dr. Inga Niehaus at the Georg Eckert Institute (niehaus@gei.de).

(Inga Neuhaus)