



Newsletter November 2012

Dear friends

It seems no time at all since I last sent you news of IARTEM in January – time has the habit of passing very quickly.

I hope you will enjoy reading this latest issue and look forward as always to receiving your own news so that it can be included in the next Newsletter.

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IARTEM Regional Conference, Brazil, held at Universidade Federal do Paraná, Curitiba, August 29-31 2012

Susanne V Knudsen

With 130 circulating participants and close to 90 paper presentations, the conference at Universidade Federal do Paraná was a great success. Thanks to Professor Tania Braga Garcia and her helpers, the conference turned out to be of great interest to all those involved in further research on textbooks and educational media in Latin America.

The participants came from all over Brazil, from Argentina and from Chile. From Europe, there were four participants, including three IARTEM board members. During the conference, the participants referred to IARTEM as if it was a very familiar concept in research. Many participants wanted to join IARTEM as full members.

The overall theme of the conference was *Desafios para a superação das desigualdades sociais: o papel dos manuais didáticos e das mídias educativas/Challenges to overcome social inequality: the role of textbooks and educational media*. Four keynotes were presented: 1) International Research on Textbooks and Educational Media (Dr. Susanne V. Knudsen), 2) Neither "tabe" nor "oca": the problem of the insertion of indigenous thematic in learning and teaching materials (Dr. Giovanni José da Silva), 3) Education, Identity and Violence: Textual Sources of Development and Conflict: A Case Study of Pakistan (Dr. M. Ayaz Nassem) and 4) Textbooks among the memorabilia, relics and ebooks: a brief account of the main issues addressed so far and questions about their future (Dr. Adriana Fernández Reiris).

The conference was based on a 'round table' format. There were inputs about the hegemonic view of reading, i.e. reading based on writing and based on technical reading. One speaker suggested "that there are many ways of reading", and that "reading came to Brazil with the TV". The inspiration of Pablo Freire was highlighted.

As far as the work of IARTEM is concerned, there was a view that interdisciplinarity and multimodality was of central importance in the study of textbooks. The question of school and state policy on textbooks and other learning materials was also discussed, as well as the important link between teachers and textbooks.

The sessions covered:

- Educational media and teachers' education (7 papers)
- Indigenous people, African descendants and other specific groups in teaching and learning materials (5 papers)
- Production and assessment of textbooks and other teaching and learning materials (12 papers)
- Reading(s), textbooks and media in education (5 papers)
- The use of textbooks in different subjects (7 papers)
- Elements for the analysis and assessment of textbooks (7 papers)
- Teaching and learning materials in distance learning (5 papers)
- Culture, school and media (7 papers)
- Didactics and guiding manuals for teachers' education (7 papers)
- Textbooks, history teaching and learning (5 papers)
- Literacy, textbooks and educational media (6 papers)
- Textbooks, media and teaching: music, art and philosophy (7 papers)
- Textbooks, educational media and subjectivation process: identity and interculturality (4 papers)
- Textbooks, educational media and subjectivation process: production, assessment and formation (4 papers).

The papers were followed by discussions, mostly in Portuguese but also in Spanish or English. The conference proceedings will be produced in a printed version with the keynotes and summaries from the sessions written in both Portuguese/Spanish and English. An online version will contain full paper presentations from the sessions, written in the language in which they were presented.

IARTEM E-journal

Check out the latest edition of the IARTEM eJournal at <http://biriwa.com/iartem/ejournal/>

The latest edition of the eJournal Vol 5 No 1 features articles from Tom Wikman (Finland), Susanne V Knudsen (Norway), Peter Bagoly-Simo (Germany) and Jurij Senegacnik (Slovenia). The papers are as follows:

Knudsen, Susanne V. (2012). Views and Voices: Indigenous people in Australian teaching and learning materials, 2000-2011. IARTEM e-Journal 5 (1) 1 – 21 ([Abstract](#)) ([Article](#))

Senegacnik, Jurij. (2012). European traditional national minorities in Slovenian geography textbooks compared with textbooks from

other European countries. IARTEM e-Journal 5 (1) 22-32 ([Abstract](#)) ([Article](#))

Bagoly-Simo, Peter. (2012). Divided world versus one world: A comparative analysis of non-continuous text elements in school geography textbooks of international selection. IARTEM e-Journal 5 (1) 33-44 ([Abstract](#)) ([Article](#))

Wikman, Tom (2012). Down and Up: Textbook research in Australia and Finland. IARTEM e-Journal 5 (1) 33-46 ([Abstract](#)) ([Article](#)).

National publishing symposium in Australia: the *future*EDUCATION: Learning in a Digital Age

Leading digital education experts meet in Melbourne

Some of the world's leading e-learning experts took part in a conference about the strategic, economic and cultural importance of high-quality digital education resources – the missing link in government education reforms.

The conference explored the impact in Australian classrooms of innovations including testing and assessment, game based learning, and the effect of the NBN on the delivery of digital content.

More than 200 policy makers, educationalists, teachers, parent groups and academics attended the ***future*EDUCATION: Learning in a Digital Age** conference in Melbourne on September 6, 2012.

International guests included digital education experts Dr Tom Wikman from Finland, Dr Zuzana Sikorova from the Czech Republic, Dr Ji Young Seo and Dr Nam Chang Woo from South Korea, as well as Australia's Dr Ken Boston, Prof Jeff Brand and Prof Mike Horsley.

Mr José Borghino, from the Australian Publishers Association, said the conference looked at the creative responses required of the publishing industry if the fundamental reforms envisaged by the Gonski Review are to be delivered.

"Access for all students to new, exciting and affordable digital resources for the classroom is fundamental to the success of government educational policies.

"Australian teachers will soon have high-speed broadband to support the use of interactive whiteboards, laptops and other devices such as the iPad that are now used by their students.

"All of that investment is commendable, but what's missing is an appreciation of the high-quality content now available and being developed that will allow teachers to make the most out of this technology.

"This international conference will highlight some of Australia's world-leading innovations in the educational field and compare them to best practice around the globe.

"The 'gamification' of educational resources, how to measure student performance and improvement using cutting edge tools; delivering content in new and engaging ways and thinking beyond the textbook are all issues key to a future Australia that is part of a global, innovative knowledge economy," Mr Borghino said.

The symposium, **futureEDUCATION: Learning in a Digital Age**, was supported by the Australian Publishers Association and Copyright Agency.

The **2012 Australian Education Publishing Awards**, the most important event in the Australian education publishing calendar, was held at the same venue, immediately after **futureEDUCATION: Learning in a Digital Age**.

Research website for Australia's publishing industry

Mike Horsley has developed a research website for Australia's publishing industry: Education and Learning Material Research.org

Check it out at <http://educationlearningmaterialresearch.org/>

Madagascar donation

At our last conference in Kaunas we collected a sum of money which was donated to a school in Madagascar. We received the following reply from our contact there, Micheline Ravelonahary:

On behalf of the Manazary Primary School, I am writing to thank you all for the help you offered (150 euros) collected from the last IARTEM Conference. They are all very happy. They used the money to buy school things (stationery set), some food for the canteen (rice, maize, vegetables, oil and salt). These are important to encourage the pupils to attend school and motivate those who will take their first official exam in June.

This school year there are 129 pupils in 5 sections - 17/19 in year 5 succeeded in the final exam and got their first degree, 7 of them are now in Public Secondary School nearby. The

drop out has increased for social reason but with your help , they hope that they can finish the whole year. They have 1 multigrade class because of lack of teachers (only four teachers, including the headmistress)

They hope that your support will continue. God bless.

Micheline Ravelonahary

Jeannette Razafindeabary (Headmistress of the EPP Manazary)

News from the Georg Eckert Institute

New textbook award

The Georg Eckert Institute, together with the Leipzig Book Fair, has created the award "School Textbook of the Year" to promote the quality and innovation in school textbooks. The prize, which was awarded for the first time in March 2012, is supported by the Conference of the Ministers of Education and Cultural Affairs.

In the three subject areas the jury, chaired by Simone Lässig, awarded the outstanding textbooks "Zeitreise 1" (Ernst Klett Verlag, 2011) in the category history/society, "Navi Mathematik 7" (Bildungsverlag EINS, 2010) for scientific subjects, and "geni@Klick A1. Deutsch für Jugendliche" (Langenscheidt, 2011) in the language category. The teacher's vote prize went to Cornelsen's history textbook "Menschen – Zeiten – Räume".

A speech was made by the Suhrkamp author and book designer Judith Salansky. In her speech, she emphasised the special role of textbooks in this digital age: "The more exuberant and arbitrary the availability of information becomes, the greater the importance of such awards. The book of the hour is a compendium, and a textbook is like a compendium in that it makes world knowledge manageable.

Journal of Educational Media, Memory, and Society (JEMMS)

Volume 3 (2011), Issue 2

The latest issue of the institute's 'Journal of Educational Media, Memory, and Society' contains studies about the increasing influence of the Orthodox Church over the curriculum in Russia, about political participation via education in Norway, about the 'hidden' curriculum in South Africa, and a number of investigations

into the impact of textbooks in Canada, Catalonia, Austria and Syria. This 'Forum' section of this issue also contains two analytical eyewitness reports about out-of-school learning processes in British and Hungarian museums.

Further information: <http://www.gei.de/iup/publikationen/journal-of-educational-media-memory-and-society-jemms.html>

Conference on digital textbooks

At the beginning of this year Apple announced its planned cooperation with large American textbook publishers. Since then, digital textbooks are being widely talked about.

But what does a digital textbook really look like in the German textbook market? In September, 27 German publishers wanted to start a joint platform for digital textbooks, aiming to publish books that will be independent of the device used. However, the start of the platform has been postponed for the time being. When will teachers and pupils have to accept the replacement of the printed textbook, which has been in use for centuries? And what consequences will this have? Which additional values do digital textbooks offer? How do school textbook publishers react to this?

A conference on the subject was held at the George Eckert Institute at the end of October. It is hoped that further details will be available in their next newsletter.