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Editorial

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 10, Number 1/2, December 2018) of the e-Journal of the International Association for Research on Textbooks and Educational Media.

In 2016, the editorial announced that “Dr. Mike Horsley, vice president of IARTEM and Chief Editor of the IARTEM e-Journal, passed away on September 2nd” and registered that “the editorial group was requested to assume the publishing of the IARTEM e-Journal.” Since this volume, for three years, the editorial group has worked to maintain the quality of the E-journal and to consolidate the proposal of a multilingual publication with papers written in English, Spanish and Portuguese.

This issue is closing the transitional period of the E-journal. A new phase is beginning with a new system to submit papers and to organize the peer review process, giving more quality, effectiveness and efficiency to the processes. New orientations will be available on the IARTEM website. We are thankful for the collaboration and the support received from colleagues, authors and other people during this period.

The issue of the tenth volume (1/2) contains five papers written by researchers from different countries. The peer reviews of these papers were also undertaken by researchers from different countries.

The first text is by **Christoffer Dahl**, from the Kristianstad University, Sweden. The aim of the paper is to discuss «how voices are used and combined to legitimize

female and male authorship in five literature textbooks for upper secondary schools in Sweden». The author uses the concepts of legitimation, voice, intertextuality and interdiscursivity to make the analyses, showing that there are «differences in how male and female authorship are legitimized». According to Dahl, among other conclusions, “The male authorship is legitimized as artistically significant in the history of literature. In comparison, the legitimization of the female authorship is characterized by a monophonic discourse with few references to authorities in literature”. Finally, the author discusses points related with “the construction of male and female identities and didactic implications regarding language, identity and power in textbooks”.

Graciela Maria Carbone, from the Universidad Nacional de Luján, Argentina, presents the paper *Data for a complex story: curriculum standards and editorial productions. The Argentine case (1960-2014)*. The author presents “contributions to interpret the relations between curricular prescriptions of the Argentine primary education system and the textbooks, educational means that present courses or systematized subjects in the last five decades. In a diachronic perspective, she shows that this history includes signs of congruent acceptance and development, as well as parallelism, ‘ascending’ influences, productive exchanges, and merely formal acceptances.” Carbone says that she seeks “the intelligibility of intertextual relations in the complexity of the existence of curricular norms and textbooks, focusing on the interpretation of pedagogical approaches to norms and their development in the textbooks, in the articulation with aspects of the political context”. Finally, it is relevant to remark the contribution of the paper to begin readings that link the Argentine history with that of international institutions relevant to research in the field of textbooks.

The third article, “For concrete and immediate applications in the classroom”: a study of books that teach how to teach (L. Mattos, RJ, anos 1960) is written by **Vivian Batista da Silva** and **Keila da Silva Vieira**, from the São Paulo University (Brazil). The paper is related with the theme of teacher training, exploring a specific problem concerning the ways in which they are taught to teach. Two books produced in Brazil in the 1960s by Luiz Alves de Mattos are analyzed to understand the subjects presented to teachers, the overviewed bibliography, the classroom conception presented by the author, among other elements. The paper contributes with historical studies in order to understand how teaching in the classroom is thought in different times and countries.

The fourth paper, by **Ján Gunčaga** (from the Comenius University in Bratislava, Slovakia) and **Matthias Brandl** (from the University of Passau, Germany), “makes an excursion into the history of mathematics as presented in mathematics textbooks”, describing some components of mathematical notions in textbooks by Jakub Kresa (1648–1715) as well as some approaches to the problem solving in textbooks by Franz Močnik (1814–1892) – authors who solved mostly practical problems and tried to explain their findings to people who had not formally studied mathematics. According to the authors, this kind of research is relevant and is connected to modern

mathematics education “because many international studies, such as The Programme for International Student Assessment (PISA) support the use of problem solving and real-life problems in mathematics education”. As a conclusion, Ján Gunčaga and Matthias Brandl pointed out the challenge of their research, saying that “It is possible in the future that many works of mathematics by different historical authors can be presented in a modern form through ICT tools and educational software, because a lot of the original historical mathematical works and textbooks are possible to be found in electronic forms on the internet or on digital library archives”.

The paper by **Ana Julia Pedreira** and **Maria Helena da Silva Carneiro**, from the University of Brasília, Brazil, presents a research which forms part of a broader doctorate study (by the first author); the objectives included the observation of biology teachers' classes to verify whether the Biology textbooks distributed by the federal government are used in the pedagogical practice and, once their use is confirmed, to verify how this is done. The ethnographic study was developed in Sobradinho, Distrito Federal, Brazil, observing biology classes in three public schools, with students between 14 to 18 years old. Five biology teachers who work in public schools in Brasilia participated in the study. The results show that the use of biology textbooks by teachers was restricted to planning the activities to be developed during the classes, thus pointing to their underutilization in classrooms. The research also pointed out that teachers do not often use the teacher's guide, an instrument to support the teaching organization and that is required by the federal government as a part of the textbooks in the National Program.

The IARTEM e-Journal thanks the authors who have contributed of this issue. The editors of the IARTEM e-Journal would like to extend their deep gratitude to all the reviewers who contributed with suggestions to the authors and provided them with exemplary feedback, sharing their expertise and ideas with the authors, contributing to the development of the e-Journal.

The papers present significant ideas and results that will certainly stimulate new research and articles about Textbooks and Educational Media. We invite our readers to enjoy the contents of this issue.

The Editorial Group