



IARTEM *e-Journal*

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Editorial

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 3, Number 2, December 2010) of the *e-Journal* of the International Association for Research on Textbooks and Educational Media. The next issue of the *IARTEM e-Journal*, Volume 4, Number 1, will be published in July, 2011.

The second edition of the third volume contains 5 papers from researchers from Norway, Sweden and Australia.

Peer reviews of these papers were undertaken by researchers from Stockholm University (Sweden), the University of Sydney (Australia), the University of Newcastle (Australia), Central Queensland University (Australia), Vestfold University College (Norway), University of Utrecht (Holland), Concordia University (Montreal, Canada), Abo Akademi (Finland), and the Universidade Federal do Paraná (Brazil).

The editors of the *IARTEM e-Journal* would like to extend great gratitude to all the reviewers who worked so hard to make suggestions to the authors and provide exemplary feedback to them, so that the papers improve and the *e-Journal* is enhanced. The peer reviewers provided extensive reviews of the papers with very detailed and comprehensive comments, making their expertise and ideas available to the paper authors.

Four papers in the issue reflect research on teaching and learning materials and their use in naturalistic settings.

The papers by Danielsson and Askeland and Aamotsbakken explored classroom use of teaching and learning materials in primary and secondary science education. Their research included observation of classes and the use of teaching and learning materials and interviews with teachers and students. The papers by Horsley, Knight and Huntly and Bauer also explored the selection, provision and use of teaching and

learning resources in the classroom. Bauer's research is one of the first studies to observe an early childhood classroom and interview the teacher to explore the development and use of teaching and learning resources in an early childhood context. The paper by Horsley, Knight and Huntly interviewed lecturers and students about the selection and provision and use of teaching and learning resources including textbooks in university study.

All of these papers were constrained by the complexity of the naturalistic setting and their research methodologies responded to the issues created by collecting data from teachers and students and through observations of real classrooms. It is no surprise that three of the papers (Danielsson, Askeland and Aamotsbakken and Horsley, Knight and Huntly) reflected large scale national and industry funded research projects that were broad in scope but made significant findings about the critical role of teaching and learning materials in framing teaching and learning. The Bauer paper also reflected some new perspectives on the role of teaching and learning materials in early childhood education in Australia.

Together these papers make a number of significant findings of direct interest to teachers and lecturers wishing to enhance their teaching and use of teaching and learning materials. Danielsson's paper provides teachers with some key reflections on the use of teaching practices related to texts generally to promote scientific literacy in chemistry; Askeland and Aamotsbakken's paper provides teachers with greater understanding on the role of metaphors in the education of minorities in Norway; Horsley, Knight and Huntly's paper provides lecturers and university course coordinators with evidence of the impact of the use of learning management system resources on the wider ecology of student learning resources including textbooks; and Bauer's paper provides educational publishers with some key reflections on the development of new materials to support the implementation of a new national curriculum in early childhood education in Australia.

This issue also provides research on an analysis of pictures in Norwegian 8th grade music textbooks. Anders Ronningen explores how these illustrations frame the development of conceptions of the other and how music textbooks can play a role in promoting a multicultural identity.

The Purpose of the e-Journal

The *e-Journal* provides an international forum for research publications on textbooks and educational media. The *e-Journal* focuses on the role of textbooks and educational media in enhancing teaching, learning and educational achievement.

The *e-Journal* encourages research that explores the interchange between textbooks and educational media in supporting learning.

All papers are blind peer reviewed by two independent leading researchers.

Dr Mike Horsley
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