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Educational styles and contents of illustrations in Tunisian texts in geology: A critical textbook analysis from the didactic perspective

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Abstract

This paper presents a comparative analysis of two textbooks. The comparisons relate to three topics: earthquakes, biological crises and the formation of mountain ranges. This research falls within the theoretical framework of constructivist teaching and is based on the process of learning. The present approach is based on a methodology founded on indicators that help to identify the educational styles (informative, injunctive, persuasive and participative) of textbooks. Illustrations are also analysed, comparing the scientific message relating to geologic time. Our studies show that the informative style range, which promotes transmission of knowledge as cumulative results, could lead authors to dismiss the real objectives of scientific content. The absence of persuasive and injunctive styles limits scientific dogmatism and breaks with an authoritarian style education. The trend in the new geology curriculum towards using the participative pedagogies remains limited and may not help learners to develop their autonomy in constructing knowledge.

Keywords: Didactic, Textbook, Educational styles, Grid of analysis, Illustrations