



## **IARTEM e-Journal**

### **Volume 4 No 2**

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#### **Editorial**

##### **Dear colleagues, fellow researchers and IARTEM members**

We are very pleased to present the latest issue (Volume 4, Number 2, December 2011) of the *e-Journal* of the International Association for Research on Textbooks and Educational Media. The next issue of the *IARTEM e-Journal*, Volume 5, Number 1, will be published in July, 2012.

The first edition of the fourth volume contains 4 papers from researchers from the Czech Republic, Australia, Tunisia and France and the Netherlands.

Peer reviews of these papers were undertaken by researchers from Newcastle University (Australia), Vestfold University College (Norway), the University of Sydney (Australia), Central Queensland University (Australia), and Queensland University of Technology (Australia).

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.

This issue features two papers on the role and use of textbooks in framing learning processes. Sikarova presents a compelling empirical study that explores the different ways that textbook use and role can be conceptualised in Junior Secondary school in a regional area of the Czech Republic. She then explores the use of textbooks and the role they play in teaching and student learning in large scale study that sheds

new light on the way teaching and learning materials represent a key learning tool in Czech education. Boughanmi explores the ways that the features of Tunisian geology textbooks can afford or constrain the development of student scientific inquiry and student agency – key aspects of scientific knowledge - by analysing the characteristics and features of geology textbooks and the way they present scientific knowledge.

The paper by Dargusch, Persaud and Horsley explores the similarities and differences in the way that different educational stakeholders judge the quality of new teaching and learning materials. This paper collected data on student voice in exploring and examining how primary school students used and conceptualised criteria to judge entries in Australia's annual awards for excellence in educational publishing.

The final paper by Hendrienne Wilkens from the Netherlands presents a preliminary correlation between the presence of textbook approval systems and PISA results from PISA 2009. Using correlation methodologies, the paper presents an initial investigation to establish relationships between national student achievement performance as measured by PISA country averages and whether a nation has an adoption system, that features criteria for selecting and developing textbooks that are financed for the school system.

Together these papers make a number of significant findings of direct interest to textbook authors and publishers, teachers and researchers, as they strive to develop and publish teaching and learning materials to support student learning. The papers in this issue, in particular, focus on the role of textbooks and teaching and learning materials in the learning process.

### **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**  
**Lead Editor**  
**Vice-President IARTEM**