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How teachers reflect on textbook materials and how they utilise them

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Abstract

This paper provides an overview of research findings and information in the area of teachers' use of textbook materials. Furthermore, it presents the results of qualitative research dedicated to this issue, which was carried out with three Czech primary school teachers. These results were acquired on the basis of direct lesson observations as well as analysis of video recordings and interviews. The results show what innovative textbook materials can bring to teachers, who is open to thinking about subject matter and its didactic transformations, and what they can bring to those who are less open or less willing to dedicate their time and attention to this reflection. The results also offer some findings regarding what textbook materials should look like if these groups of teachers are to work with them effectively. The selected teachers see themselves as the ones who decide on instructional content although they base their decisions on textbook materials. Interpretation of the methodology suggested in textbook materials and their subsequent utilisation depends largely on the teaching approach adopted by individual teachers. All teachers agreed that textbook materials should be concise and should contain inspirational methodology ideas. Not all of them wanted to use textbooks as a source of their own learning.

Keywords: materials development, primary teaching, textbooks research.