



## **IARTEM e-Journal Volume 9 No 1**

### **Volume 9 No 1**

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### **Editorial**

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 9, Number 1, July 2017) of the e-Journal of the International Association for Research on Textbooks and Educational Media.

The first edition of the ninth volume contains 7 papers written by researchers from Sweden, Norway, Trinidad and Tobago, Spain, Argentina, Brazil, Denmark and France.

Peer reviews of these papers were undertaken by researchers from different countries and the editors of the IARTEM e-Journal would like to extend great gratitude to all the reviewers who worked to make suggestions to the authors and provide exemplary feedback to them, making their expertise and ideas available to the paper authors and contributing with the development of the E-journal.

The paper by Monica Reichenberg and Rune Andreassen presents a comparative study.

The aim of the study is to compare Swedish and Norwegian teachers' influence on textbook selection, and the impact of this on the involvement in textbook discussions. Textbook discussions are defined as when teachers discuss textbooks and other curricular materials with their colleagues and their principal.

The paper by Jeniffer Anne Mohammed presents a study which investigates the decisions teachers made in how they used textbooks in the sixth form where mastery of complex content is required for high-stakes examinations at the end of secondary school. According to the author, "Caribbean researchers, teachers and teacher

educators can benefit from a deeper understanding of the decisions teachers make about how they use textbooks, in their various contexts”. The exploratory study is “an attempt to make a contribution to this body of research from a small, developing country, Jamaica, interrogating how sixth four sociology teachers use textbooks with their students.”

Luis María Rodríguez presents a research approved by the Department of Education, National University of Luján, Province of Buenos Aires, Argentina Republic, focused on the characterization and evaluation of argumentation, as a complex and fundamental discursive construction for everyday life, supported in the Elementary and High School textbooks used in the considered educational jurisdiction.

The article by Marta Esplugues Cebrián summarizes the results of a study about didactical material edited by Non-Governmental Development Organizations (NGDO), in Spain, that can be used in classrooms as an alternative for the traditional textbooks. She analysed 19 works that bring the theme of Education for Development, published from 2000 until 2011, for the last cycle of primary education and the first years of high school.

Mauren Teuber reports results of an investigation which had the objective of capturing elements of the relationship between teachers and Art teaching materials. From the empirical standpoint, the data were produced from an investigation with Art teachers from the Paraná State public schools (southern Brazil). Two surveys were conducted, in the form of questionnaires in order to identify their opinions and choices regarding the presence of didactic materials in Art classes.

Thomas Illum Hansen and Stig Toke Gissel discuss what learning materials are and how they can be included in didactic strategies. They looked at learning materials from three time perspectives - the potential didactic potential, the actualised didactic potential and the realised didactic potential – and identified five quality perspectives, “each of which can contribute to the assessment of a learning material’s quality based on objective, users, effect, standard and organisational system”.

In his paper, Eric Bruillard shows that “Moocs may be considered as one of the contemporary forms of books, mainly educational books. For this, he makes a return to some major evolutions of the book in order to show how they can be incarnated in Moocs. The author sets in tension “two antagonistic but complementary positions on the processes of teaching: the control and the conversation”. He presents a new definition of the Mooc “as a reactive document in a social interaction space that is temporally situated - as both an object and a service, easing conversation (with the contents and with other participants) and including control (shared between the platform and the participants)”.

Together these papers present significant findings which certainly are a contribution to researches, teachers, authors, publishers and other people who have interest on textbooks and educational media.

We invite our readers to enjoy and to share the content of this number.

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