

Copyright is retained by the first or sole author, who grants right of first publication to the IARTEM e-Journal. The IARTEM e-Journal is published by the International Association for Research on Textbooks and Educational Media.

## Reconsidering considerate textbooks

Citation: Wikman, T. (2009) Reconsidering considerate textbooks IARTEM e-Journal, 2(1)

### Abstract

How could results from research on learning within science education be transferred to the development of textbooks? With this question as starting point in the article five maxims for good learning texts are suggested. The maxim of optimizing emphasizes the need to meet the reader at his/her level of understanding. The maxim of structure underlines that texts should be well structured. Although this can be considered especially important as learners in school settings mostly approach new areas as novices, some paradoxes deepen the maxim. The activity of readers could be maintained by signals provided by the authors (the maxim of metadiscourse). Extensive research within science education shows problems in learning core concepts, like gravitation, photosynthesis and the movement of light. These problems emphasize the need to confront learners with possible misinterpretations (the maxim of conflict). Finally different ways of enhancing the motivation of the reader are suggested in the maxim of pleasure.

Key words: textbooks, learning, science education, metadiscourse