



IARTEM e-Journal

Volume 5 No 1

Volume 5 Number 1

Editorial

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 5, Number 1, August 2012) 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 2, will be published in December, 2012.

The first edition of the fourth volume contains 4 papers from researchers from the Norway, Slovenia, Finland and Germany.

Peer reviews of these papers were undertaken by researchers from Newcastle University (Australia), Concordia University University (Canada), the University of Sydney (Australia), Central Queensland University (Australia), University of Johannesburg (South Africa), University of Ostrava (Czech Republic) 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 about the representation of the other in key areas of the curriculum; the portrayal of indigenous in Australian history teaching and learning materials from 2000 to 2011 (Knudsen) and a comparison of the way that European and Slovenian textbooks portray minorities in geography textbooks. Both papers

make major contributions in providing both teachers and textbook authors with frameworks that may be useful for teachers in designing teaching and learning strategies; and for authors and publishers in developing textbooks and teaching and learning materials. Knudsen applies and utilises her inter-sectionality approach to exploring how materials written by indigenous Australians and white Australian contain different messages and approaches, and how these differences help to construct views and voices of indigenous Australians. Her framework and approach is a major contribution to how teachers and authors interpret teaching and learning materials about indigenous Australians and the ideological and pedagogical implications of the portrayals she documents. In a similar vein, Jurij Senegačnik, from Slovenia, develops a framework to explore how national minorities are portrayed in European geography textbooks. He then uses the framework to show major differences in geography textbooks from different European nations, in the way that national minorities are portrayed.

Differences in geography textbooks are also the theme of the paper by Peter Bagoly-Simo. The paper maps the way otherness is expressed in geography textbooks, by employing two subject-related (scaling, regionalization) and additional two cross-curricular (Cultural Regions, DE and ESD) coordinates. This approach provided a framework for mapping otherness and global issues in the textbooks. Bagoly-Simo uses the framework to research textbooks from Romania, Mexico and Germany.

The final paper in this issue compares textbook research in Finland and Australia. Tom Wikman uses a major study developed for the Norwegian government to compare and contrast the types and focuses of research about textbooks in Australia and Finland. Wikman's paper explores the major differences in the research in these two different nations and speculates on the reasons for these major differences.

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