



## **IARTEM *e-Journal***

### **Volume 3 No 1**

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#### **Editorial**

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

We are very pleased to present the latest edition (Volume 3, Number 1, June 2010) of the *IARTEM e-Journal*. The next issue of the *IARTEM e-Journal*, Volume 3, Number 2, will be published in December 2010.

The first edition of the third volume contains 5 pages from researchers from Norway, Sweden, South Africa and Australia.

Peer reviews of these papers were conducted by researchers from Stockholm University, the University of Sydney, the University of Newcastle, Central Queensland University, Vestfold University College, Vytautas Magnus University, the University of Ostrava and the Universidade Federal do Paraná.

Two papers reflect issues relating to gender in research and analysis, related to textbooks and other teaching and learning materials.

Professor Susanne Knudsen explores changes in gender research and the impact of these changes on the way that researchers explored gender deconstruction and the deconstruction of gender stereotypes. The research presented in this paper is on how language constructs meaning and is meaning making in relation to gender awareness. The research applies a range of theoretical approaches (especially that of Connell) to the development of gender 'meaning' through qualitative interviews with 8<sup>th</sup> Grade students using mother tongue teaching and learning resources in Norway. The research provides researchers and teachers with a way of understanding context 'for different doings of gender positions'. The research provides both a model and an example for improving the deconstruction of gender stereotypes and development of counter discourse.

Siv Fahlgren and Anders Johansson, in paper 2 of this volume, provide a feminist perspective in analysis of an introductory university social work text. This perspective is drawn from research which demonstrates that the absence of gender perspectives leaves the structures of power and the construction of normality unexplained. Their research provides a close analysis of the discursive practices that construct the textbook and its message.

Mike Horsley's paper applies new sociocultural theories of motivation to explore how pre-service student teachers learn to use and mediate textbooks and teaching and learning materials. Using a qualitative research approach, the paper explores how student teachers use different motivational filters to accept or reject different teaching practices (in relation to the use of teaching and learning materials) they learn at university and in school practicum and fieldwork. The findings of this research have significant implications for how teacher education prepares student teachers to use and mediate textbooks and teaching and learning resources.

Paper four in this volume by Ragnhild Lund explores the way that English language textbooks were developed in Namibia to incorporate and utilise the prior learning and social context of Namibian children. The paper documents the steps and processes undertaken to produce textbooks in this way, and provides inspiration to other textbook developers.

The final paper in the volume, by Katalin Morgan, provides an analysis of a South African history textbook. The analysis matches the text to the aims of the curriculum and to the need for students to undertake a negotiated reading to construct and reflect on their own meaning making. The paper provides some salutary advice on the sort of teaching and learning materials that can contribute to an education that rejects racism.

### **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**