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Editorial

Dear colleagues, fellow researchers and IARTEM members

We are very pleased to present the latest issue (Volume 9, Number 2, December 2017) of the e-Journal of the International Association for Research on Textbooks and Educational Media. This second issue of the ninth volume contains four papers written by researchers from different countries.

The peer reviews of these papers were also undertaken by researchers from different countries. The editors of the IARTEM e-Journal would like to extend their deep gratitude to all the reviewers who contributed with suggestions to the authors and provided them with exemplary feedback, sharing their expertise and ideas with the authors and contributing to the development of the e-Journal.

The first text is by Susan Richardson, from Australia. Richardson points out that **"**in Australian primary school classrooms, the provision of homework tasks is not generally supported by the use of textbooks or by textbook activities". The classroom teacher is responsible for the design and the development of homework-based learning resources. According to the author, "The paper presents qualitative research that examined the ways in which, and the influences on, the processes used by primary classroom teachers in Queensland (Australia), to design and develop homework tasks." Focus groups were conducted at ten state primary schools in the Sunshine Coast (South East Queensland) school district, and 46 teachers participated in the study.

Alysson Ramos Artuso, from Brazil, presents a research aimed at identifying the most and least important features of Physics textbooks according to the opinion of Brazilian high school students. A cross-sectional survey was conducted, with questions based on previous qualitative studies. According to the author, the data was collected through questionnaires answered by 374 students from five regions in Brazil, from 2012 to 2014. Among the themes and foci pointed out by the students, the most important is the exercises for the university admission test and the least important is the biographies. The study also shows that there are many differences in responses among sample subsets, such as age, type of school and, especially, gender.

The third paper, by Nahúm Misael Tórrez, a lecturer in English at the Faculty of Education and Humanities at Universidad Nacional Autónoma de Nicaragua, presents a comparative analysis of *Secondary English Book*, the new Nicaraguan textbook series, and *Enter*, an award-winning Norwegian textbook series for the same age group. The researcher uses content analysis to identify the main topics presented in each textbook and describes how the Nicaraguan textbook positions itself as a textbook for English as a foreign language.

The text by Graciela Carbone, from Argentina, presents a diachronic overview about the encyclopedias that played a role in education throughout two and half centuries: the French Encyclopedia from the 18th century; the traditional handbooks using the encyclopedia textual genre (in the case of Argentina); and two encyclopedias considered to be historical landmarks in digital documents – Encarta and Wikipedia. Carbone proposes this analysis from the diachronic perspective in order to suggest comparisons between the texts and the respective times and circumstances of their production and dissemination. To illustrate the analysis, the author chooses a relevant theme for the research about textbooks – the indigenous peoples.

The IARTEM e-Journal thanks the authors and reviewers who have contributed to the preparation of this issue. The papers present significant ideas and results that will certainly stimulate new research and articles about Textbooks and Educational Media.

We invite our readers to enjoy the contents of this issue.

The Editorial Group