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The Suggestopedic Textbook – a New Generation Textbook for Climate Change Education (on the example of primary education)

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As every textbook, the suggestopedic Climate change textbook is a tool that supports the educational process. The new in this type of textbook is that is created according to the principles of the suggestopedic educational method. The approach was based on the power of suggestion in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate leaning. Prof. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggrstopedia makes use music, a comfortable and relaxing environment, and a relationship between theteacger and the student that is akin to parent-child relationship. Music, in particular, is central to the approach. In this method the textbook has a crucial role, more so that in the traditional educational setting, in two aspects: its required use in the educational process and its increased volume of content compared to the traditional textbook. The suggestopedic textbook is structured in several large informational blocks, that are being read during a (the reading of new materials accompanied by classical music in a comfortable and relaxing environment). Therefore, in the textbook, multilayred and multifunctioned, enriches the discource of textbook making it more communicative. Its purpose is, together with the other educational means, trained teacher, suggestopedic boards, games, ets., is to create an environment of interactive learning.

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Keywords: Key words: suggestopedic educational method, multilayred and multifunctioned, large volume of content, concert sessions

*Speaker

What is the future of the textbook in the post-digital age?

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This study aims to predict the future of the textbook in the post-digital age. This research will illustrate potential scenarios for textbook use in the next 15 to 20 years by identifying major trends that will have a significant impact on future schooling and curriculum after the digital transformation. This study is followed by two research projects of mine focusing 1) on the contemporary textbook system in other countries and 2) on the digital textbook in some advanced countries (i.e., Estonia, Denmark, the Netherlands, Korea, Singapore, etc.) conducted by the Japan Textbook Research Center. While the textbook remains a key medium in schooling, the digital transformation has led to a diversification of educational media and raised questions about its role in education. The concept of post-digital assumes the inclusion of analog elements in digital contexts. This assumption suggests that the textbook will soon shift from paper-based to digital devices-based that are always connected to the internet. In the face of digital transformation, will both analog and digital textbooks be used in schools? Or will paper textbooks be replaced by open learning materials? Or will the textbook maintain a common place of learning with a national curriculum against the individualizing conditions of learning? To answer these questions, experts are expected to participate in two rounds of **”Future Delphi Survey”** to provide their predictions on the major future trends in schooling and textbooks. The Delphi surveys will include members of IARTEM, the Pacific Circle Consortium of Educational Studies (PCC), and representative experts from Japan. Based on the survey results, several possible scenarios for the future textbook will be constructed and shared at the IARTEM 2026 conference. This poster presentation at the IARTEM 2024 aims to find and invite volunteer members to join and support this research project.

Keywords: delphi survey, future textbooks, post, digital age, scenarios

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Geo4Tea: A New Online App for Confident Climate Change Teaching

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Bringing the topic of climate change into classrooms is an issue for geography teachers. Many teaching materials of varying quality are available through online sources. Teachers can thus be in a difficult position of judging knowledge in terms of its correctness, adequacy and relevance for pupils. Therefore, the team of scholars at the Department of Geography, Masaryk University in Brno (CZ) developed the GEO4TEA (geo4tea.com) application that helps teachers deal with different geographic topics, including climate change. In the presentation, we will show the application Geo4tea, its scientific research background, the opportunities the app creates for the professional development of geography teachers, and the current research we have been carrying out with the app: verifying the ecological validity of the conceptions of geography teaching. The app is based on nine globally established conceptions of geography teaching, demonstrating how the topic of climate change may be diverse. In the app, teachers can tackle climate change in nine different ways and capture the attention of many students in the classroom. Although the app was developed primarily for Czech teachers, its English version can be used internationally.

Keywords: geography education, educational resources, higher education, teacher education, climate change, conceptions of geography teaching

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Atlas of Teaching Competences for Future Geography Teachers: a tool for mastering climate change

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The aim of this presentation is to introduce the Atlas of Teaching Competence for Future Geography Teachers. In the atlas, the development of teaching competence is divided into clearly defined skills and milestones that track students' progression through teacher geography education. These are skills for working with (a) national curriculum and textbooks, (b) progression objectives, (c) student assessment, (d) geographical thinking, and (e) teaching tasks. The Atlas enables student teachers to plan and systematically develop their teaching skills with key topics in geography. In my presentation, I will focus on the topic of climate change. I will show how the teaching skills of future geography teachers can be shaped through the continuous development of five teaching skills related to the requirement to develop students' geographical thinking.

Keywords: Atlas, teaching competence, student teachers' progression, geography education

*Speaker

Guiding Principles for Crafting Effective Didactic Instructions in English Language Instruction for Primary Education

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This ongoing study investigates the didactic strategies employed by an English educator at Elementary School 1, Curitiba's Municipal Education Department, Brazil, where teaching materials are exclusively designed by the teaching staff. Focused on refining instructional activities, the study's central question is "Which parameters serve as references for constructing effective didactic instructions in English for children?". Grounded in Applied Linguistics, the research, still in progress, has a qualitative interpretative approach and draws on the constructs of Riestra (2004), Anijovich, Malbergier e Sigal (2007), Carlberg and Barbosa (2014), Zakhartchouk (2016), and Carrière (2021). The investigation involved a two-month observation of 4th-grade classes, aiming to understand the nuances of English instruction to young learners while interpreting attitudes and situations related to the process of understanding classroom instructions. During these observations, the lead teacher was interviewed about classroom instructions. We observed that the teaching materials used in the classroom were, for the most part, sourced from the internet and employed in a decontextualized manner. The statements were concise and provided limited information. Therefore, in a preliminary assessment, it is possible to assert that the teacher does not prioritize certain aspects in their preparation. Following the classroom observation phase, eight hours of instructional sessions were conducted, utilizing a didactic unit developed based on literature studies, observations, and student feedback through self-evaluation forms. Insights gleaned from the study highlight elements supporting the construction of didactic instructions (consignas), including: 1) articulation of learning objectives aligned with the instructional verbs that activate the semantic specification assumed by Bloom's Taxonomy (Bloom, 2001); 2) consideration of production/communication context tailored to specific audience needs; 3) integration of paralinguistic elements for enhanced comprehension (Bronckart, 1999); 4) encouragement of student creativity and diverse problem-solving approaches; and 5) promotion of social language use among students. The elements supporting the development of 'consignas' are not static, as they vary according to the period or activity. This research contributes with practical insights to the discourse on optimizing instructional strategies in English education for young learners, providing guidance for educators and researchers alike. Carrière, Amélie. (2021). *Penser la consigne en contexte scolaire pour favoriser la réussite des élèves*. Education. hal-03442545f

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*Speaker

Les outils d'enseignement du français. pp. 61-81; doi : https://www.persee.fr/doc/reper_1157-1330_2000_num_22_1_2343

Keywords: didactic instruction, teaching materials, teaching of English to young learners (TEYL), learning objectives, qualitative research.

Under the surface: Development of didactical teaching methods in the subject Danish (L1 subject) in a critical perspective focusing on communication and digital technologies

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Through a qualitative Design-Based Research study the project investigates how teaching in the lower secondary school's subject Danish (Language 1 subject) can be developed and practiced, in relation to secondary school pupils' critical literacy competences. The focus is how we can integrate digital technology and digital everyday life texts with embedded intentions (ex. Social media, native advertising and news) in a meaningful way in the school, so pupils develop digital empowerment.

In a multimodal perspective, the project must contribute to the development of the Danish subject's (L1 subject's) literacy teaching, where the communicative challenges caused by technological development can be met. Here there will be a focus on how digital technologies can impact the different communication situations we are a part of, and what demands it places when we discuss pupils (new) literacy skills.

The Projects RQ:

How can design-based interventions in a social semiotic perspective contribute to the development of didactical principles for a technological updated L1-subject when focus is on multimodal texts with embedded intentions and secondary school pupils' critical literacy skills?

Based on the design-based interventions the project explores concepts for developing teaching that focus on:

- What characterizes critical literacy competences in a technological-algorithmic text field?
- Why and how changes the texts with embedded intentions the language and the didactical reflections we use in relation to L1 subjects?

*Speaker

In the Footsteps of a didactic learning material: Origins, Selection, Utilization, and Role in Educational Policy

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Objectives and theoretical framework

Taking an actor-network theory-based approach, the project tracks a didactic learning material and its connection with the curriculum through three co-existent processes: 1)origin, 2)assessment, and 3)use. The aim is to adopt a holistic perspective on the realization of the connection between learning materials and curriculum within the three coexisting practices.

Research questions:

1. What characterizes the processes of origin, assessment, and use of a learning material?
2. What potentials and barriers exist for didactic learning materials for the subject Danish to act as a link between an intended subject (curriculum) and the realized, actual subject in the school within a didactic tradition?

Research methods

The project is designed as a multi-site ethnographic field study (Marcus, 1995), where the researcher moves between different fields to follow the actors "learning material" and "curriculum." The interest is directed towards translations of and between a range of contemporary, parallel conditions, and with a focus on how these multiple practices create both exclusions and connections (Law, 2002; Mol, 2002; Moser & Law, 1999).

It is structured with a three-step analytical model, framing a gradual depiction, visualization, and analysis of the patterns that emerge as traces from the actors:

The project aims to contribute to demonstrating complex connections between both learning materials and curriculum, as well as the three processes, and understanding the dependency relationships that are formed. Furthermore, it seeks to analyze opportunities within connections that may only be partially realized.

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