

## Parallel Sessions

Parallel Session A: 11 September 13.30-15.30	
A1. Spanish/Portuguese	Room: C.201A
Chair: Tânia Maria F. Braga Garcia	
María José Baena-Sánchez, María de la Paz Prendes-Espinosa and Nicolás Martínez-Valcárcel (ES)	The use of technological resources in the teaching of History: Influence of the ownership of centers and geographical demarcations
Diego Marinho de Gois and Tânia Maria F. Braga Garcia (BR)	Indigenous history and culture in history textbooks in Brazil: norms and practices
Marlene Terezinha Grendel (BR)	The student's notebook: meanings and History class records
Jesús Rodríguez Rodríguez, Yésica Teijeiro Bóo, and Antía Cores Torres (ES)	Teaching materials in hospital classrooms: a proposal to meet the specific needs of your students
A2. Sciences: digital textbooks and learning materials	Room: C.201C
Chair: Georges-Louis Baron	
Stine Dunkan Gents (DK)	How do mathematics teachers interact with the mathematic book and how do the use of the mathematics book and other resources influence the teaching?
Alberto Sanmiguel Rodríguez, Carmen Denébola Álvarez Seoane and Jesús Rodríguez Rodríguez (ES)	Literature review in the international context on research related to Digital Didactic Materials, Information and Communication Technologies and Physical Education
Edna Luiza de Souza and Nilson Marcos Dias Garcia (BR)	Science textbook: (re)signifying its usage in a countryside school
Camila Ferreira Aguiar and Nilson Marcos Dias Garcia (BR)	Physics' textbook and the real curriculum's production
A3. Image and representations	Room: C.312
Chair: Péter Bagoly-Simó	
Alessandra Anichini (IT)	Foreigners, pilgrims, merchants and travelers – Images of difference within the volumes of the Fund INDIRE
Johan Wassermann (ZA)	The representation of Nelson Mandela in selected grade 12 history textbooks
A4. Arts and Music	Room: c.338
Chair: Eric Bruillard	
Miloš Makovský (CZ)	Didactic materials and their ways of use during preparation for art education lessons at primary school

Chauvigné Anne (FR)	From the wall to the page: How do school textbooks use paintings?
Guilherme Romanelli and Mauren Teuber (BR)	Chart protocol design for art textbook analysis
Rosa Vicente-Álvarez and Guilherme Romanelli (ES)	Research trends on music textbooks according to the first Symposium of Music Education and Didactic Materials.
<a href="#">A5. Languages</a>	<a href="#">Room: C.332</a>
<a href="#">Chair: Zuzana Sikorova</a>	
Benthe Fogh Jensen and Susanne Karen Jacobsen (DK)	Criteria for designing teaching and learning resources bridging curricular disconnects in English at Danish primary school level
Deise Cristina de Lima Picanço (BR)	Ideology and linguistic diversity: a problematization on the studies that involve the ideology and the textbooks of languages in Brazil
<a href="#">A6. Intersectionality, citizenship and diversity</a>	<a href="#">Room: C.317</a>
<a href="#">Chair: Ommund C. Vareberg</a>	
Yuki Nakazono (JP)	Contradictions between Inclusion and Differentiation. Textbooks for Primary Education in Germany
Angerd Eilard (S)	Racial structures in school textbooks and what we can learn from them
Stig Toke Gissel and Thomas Illum Hansen (DK)	From theoretical construct to learning material, from learning material to teaching and learning, and the bottom lines: perceived and measured quality
Ezgi Agcihan (TR)	Analyzing metaphors of gender representations in Turkish foreign language textbooks
<a href="#">Parallel Session B: 11 September 16.00-18.00</a>	
<a href="#">B1. Languages</a>	<a href="#">Room: C.201A</a>
<a href="#">Chair: Andy Smart</a>	
Han Yu Li (TW)	How do Senior High School Mandarin textbooks demonstrate competence-based design? The viewpoints from editors in Taiwan
Iben Brinch Jørgensen and Anne-Beathe Mortensen-Buan (NO)	Valuing writing in higher education. The publishing history of an influential textbook in academic writing in Norway and Denmark
<a href="#">B2. Educational resources in specific contexts</a>	<a href="#">Room: C.338</a>
<a href="#">Chair: Eric Bruillard</a>	
Edilane Vieira (BR)	Youth and PNLD textbooks at a settlement school: questions about the specificity of countryside schools in Brazil

Carmen Denébola Álvarez Seoane and Jesús Rodríguez Rodríguez (ES)	The vision of those responsible for developing learning materials in municipal educational contexts
Jesús Rodríguez Rodríguez, Carmen Denébola Álvarez Seoane and Montserrat Castro Rodríguez (ES)	Analysis of the characteristics of the digital didactic materials used and developed by the teachers themselves: case study of two primary schools in Galicia (Spain)
<a href="#">B3. Curation and selection</a>	<a href="#">Room: C.201C</a>
<a href="#">Chair: Thomas R.S. Albrechtsen</a>	
Rose Leighton (NL)	Lecturers as curators of cross-media resources: a literature review
Magali Roumy Akue and Éric Bruillard (FR)	Renewing teaching resources by nurturing human network: analysis of design teachers' network
<a href="#">B4. Use of textbooks / games and specific contexts</a>	<a href="#">Room: C.332</a>
<a href="#">Chair: Thomas Illum Hansen</a>	
Louis Kørhøsen and Alysson Ramos Artuso (DK/BR)	Gamification has a weak or no effect on pupils' learning, but ...
Stinus Storm Mikkelsen (DK)	Scaffolding for inclusion in project-based learning with learning tech
Yvonne Behnke (DE)	Does visual design matter for learning with textbooks? How and which visual design parameters may affect learning with educational media
<a href="#">B5. Sciences: didactical usage of textbooks and learning resources</a>	<a href="#">Room: C.312</a>
<a href="#">Chair: Morten Rask Petersen</a>	
Solène Zablot (FR)	What adaptations of resources for students with learning difficulties? Case-studies in the French vocational Baccalaureate for automobile maintenance
Emmanuelle Voulgre and Georges-Louis Baron (FR)	Paths of appropriation of a new digital resource in the service of learning science and literacy: the case of the CNEC
Fernanda Esthenes do Nascimento, Tânia Maria Figueiredo Braga Garcia and Larissa Carvalho Chaves (BR)	Teachers' manuals: teaching physics knowledge in the early years of Elementary School
Regiane Aparecida Kusman and Tânia Maria Figueiredo Braga Garcia (BR)	The perspective of Natural Science teachers on the meaning and use of didactic materials during the final grades of Elementary School
<a href="#">B6. Textbook selection and evaluation</a>	<a href="#">Room: C.317</a>
<a href="#">Chair: Anders Stig Christensen</a>	
Alysson Ramos Artuso (BR)	The limit of pages of Brazilian secondary school textbooks: the consequences of a tortuous bureaucratic system on learning materials

Krista Uibu, Jaan Mikk, Triinu Kärbla, Merle Taimalu and Heily Leola (EE)	Pre-school and primary school teachers' assessment of the importance of quality criteria of learning materials
Merle Taimalu, Heily Leola, Krista Uibu, Triinu Kärbla and Jaan Mikk (EE)	Pre-school and primary school teachers' evaluations of selection opportunities for learning materials and of selection principles
<b>Parallel Session C: 12 September 10.15-12.15</b>	
School visits	
C1. Spanish/Portuguese	Room: C.201A
Chair: Jesús Rodríguez Rodríguez	
Lucía Echeverría de Miguel (ES)	Curricular materials for violin beginners: their analysis as a basis to generating a new approach
Carles Lindín (ES)	Is technology really used in digital textbooks for the acquisition of competences? Digital Philology as an opportunity for its update
Roseli Borowicc and Tânia Maria Figueiredo Braga Garcia (BR)	Processes of production, selection and use of teaching resources in literacy classes in rural areas
C2. Literature	Room: C.201C
Chair: Guilherme Romanelli	
Christoffer Dahl (S)	Why study literature? Legitimations in five literature textbooks
Ylva Frøjd (NO)	Why should students study fiction in school?
Lene Illum Skov and Dorthe Carlsen (DK)	Orality in L1 textbooks and educational media
C3. Sciences: the significance of the textbook	Room: C.338
Chair: Andy Smart	
Shingo Uchinokura (JP)	Preservice Science teachers' perceptions of textbooks in Japan: from the perspectives of teachers and learners
Teiko Arai (JP)	The relationship between the given and anticipated range of knowledge in textbooks: a quantitative analysis of Japanese science textbooks from the 5th to 8th grades
Charlotte Barbier and Eric Bruillard (FR)	Introducing an intellectual and digital resource in teachers' activity: the case of the Education through Research model and the Student-Researcher Digital Notebook
C4. Roundtable	Room: C.332
Christoph Bläsi, Annkatrin Bock and Søren Peter Sørensen (DE/DK)	The role of (SME) educational publishers for school education and their challenges between Open Educational Resources, edtech start-ups and multinational platform companies

Peter Bagoly-Simo, Miha Kovac, Jim McCall and Steffen Sammler (DE/SI/GB/DE)	A caesura for curriculum development and educational media production (not only) in Central and Eastern Europe?
<a href="#">C5. Digital educational resources</a>	<a href="#">Room: C.312</a>
<a href="#">Chair: Thomas R.S. Albrechtsen</a>	
Tine Juhl Wade and Jane Bang (DK)	Does student motivation in preparation for class increase when digitally supported preparation materials are made available?
Maria Filomia (IT)	Augmented Reality and textbooks
Matthieu Cisel and Georges-Louis Baron (FR)	A reflection on the transposition of educational resources into educational software: the case of <i>savanturiers</i>
<a href="#">C6. Digital resources</a>	<a href="#">Room: C.317</a>
<a href="#">Chair: Thomas Illum Hansen</a>	
Anne Kristine Solberg Runestad (NO)	The double adaptation in children's use of educational screen texts
Dorte Ruge (DK)	Designing digital teaching materials in food and health education
Stig Tøke Gissel, Louis Kørhørsen and Alysson Ramos Artuso (DK/BR)	Does the use of ICT in education promote student learning?
Ommund Carsten Vareberg (NO)	Textbooks and companion websites: investigating transmedial sequentiality
<a href="#">Parallel Session D: 12 September 15.45-17:45</a>	
<a href="#">D1. Spanish/Portuguese</a>	<a href="#">Room: C.201A</a>
<a href="#">Chair: Jesús Rodríguez Rodríguez</a>	
Bruno Henrique Cersosimo Lous and Tânia Maria Figueiredo Braga Garcia (BR)	Meanings of contextualization in Physics textbooks approved by the PNLD
José Leandro Lima de Souza and Tânia Maria Figueiredo Braga Garcia (BR)	The relationship between textbooks and other resources: digital educational objects suggested in PNLD Physics textbooks
Lucas Macedo Cunha and Tânia Maria Figueiredo Braga Garcia (BR)	Guidelines on Physics evaluation processes present in teacher's manuals distributed by the PNLD (Brazil)

D2. Diverse curriculum	Room: C.201C
Chair: Anders Stig Christensen	
Magali Loffreda (FR)	How do teachers organize their educational resources?
Thomas R.S. Albrechtsen and Karina Kiær (DK)	Instructional coaches and the dilemmas of supporting teachers' use of learning materials
Akira Ninomiya (JP)	Analysis of the recent examination and authorization results of the new primary school textbooks in Japan: focus on the textbooks of the new formal "special subject of moral"
Alessandra Anichini	The textbook as a "curriculum de facto"
D3. Use of textbooks/games and specific contexts	Room: C.338
Chair: Bruce Knight	
Stig Toke Gissel and Bettina Buch (DK)	A systematic review of research on how students and teachers use didactic learning materials in L1
Jens Jørgen Hansen (DK)	The concept of learning platforms
Zuzana Sikorova, Iva Cervenkova, Marek Vaclavik and Ivana Fialova (CZ)	University students' use of study resources in relation to approaches to learning
Alysson Ramos Artuso, Kelly Vanessa Dias da Silva and Caroline Dorada Pereira Portela (BR)	The uses of Brazilian high school physics textbooks: does the teachers' academic background matter?
D4. Orality and writing	CANCELLED
Chair: Georges-Louis Baron	
Lene Illum Skov and Dorthe Carlsen (DK)	MOVED TO C2
Michael Jensen (DK)	CANCELLED
D5. History	Room: C.312
Chair: Morten Rask Petersen	
Nicolás Martínez-Valcárcel, Matha Ortega-Roldán, Delfín Ortega-Sánchez and María José Baen-Sánchez (ES)	Textbooks, teacher's materials and digital media in teaching History: presence and intensity of use by teachers and students
Jens Aage Poulsen (DK)	Textbooks and other teaching resources used in the school subject of history
Jan Van Wiele (NL)	Christianity and the Lotus: dealing with Buddhism in Belgian Catholic Religious Education before and after Vatican II: a case study starting from the

	analysis of religion textbooks for secondary education (1870-2000)
Edilson Chaves (BR)	Dialogues between the History textbook and other didactic materials: producing knowledge in History lessons
<b>Parallel Session E: 13 September 10.30-12.30</b>	
<b>E1. Teacher training</b>	<b>Room: C.201A</b>
<b>Chair: Guilherme Romanelli</b>	
Léia de Cássia Fernandes Hegeto, Izzadora Silvestre Porcote and Tiago Cordeiro dos Reis (BR)	Knowledge in the training of teachers: analysis of teaching manuals
Kishorkumar Darak (IN)	Content 'Loss' or Content 'Fatigue'? Analysing Teacher Preparation for textbook use in India
Arianna Morini (IT)	Enhancing the didactic proposal through the illustrated and interactive e-book: a focus on teacher training
<b>E2. Geography</b>	<b>Room: C.332</b>
<b>Chair: Ommund C. Vareberg</b>	
Uwe Krause and Tine Béneker (NL)	Textbook tasks in upper secondary geography education: types of thinking and influence of curriculum contexts - the case of the Netherlands and North-Rhine Westphalia (Germany)
Uwe Krause (NL)	Use of geography textbooks in upper secondary schools in the Netherlands
Neusa Maria Tauscheck and Tânia Maria Figueiredo Braga Garcia (BR)	Local-global relationships in textbooks: contributions to the studies of the didactics of Geography
Natalija Mažeikienė and Odeta Norkutė (LT)	Teaching about nuclear energy in the Geography curriculum: moving from energy literacy to nuclear imaginary
<b>E3. Textbook selection and evaluation</b>	<b>Room: C.201C</b>
<b>Chair: Zuzana Sikorova</b>	
Carmencita Ferreira Silva Assis (BR)	Textbooks: implications for teacher practice
Tânia Maria Figueiredo Braga Garcia (BR)	Between the universal contents and the local culture: a didactic and epistemological research on textbooks

E4. Sciences: digital textbooks and learning materials	Room: C.338
Chair: Bruce Knight	
Shuichi Yamashita (JP)	Using Science digital textbooks to achieve deep learning in Japan
Pascale Kummer Hannoun (FR)	The relationship between Physics and Chemistry teachers and textbooks in French high schools
Thais Ananda dos Santos, Alisson Antonio Martins and Nilson Marcos Dias Garcia (BR)	The recent Brazilian academic production about Physics textbooks in national journals
Mehdi Khaneboubi (FR)	Analysis of statistical curricula in French undergraduate courses
E5. Gender and diversity	Room: C.312
Chair: Dorte Ruge	
Bernhard Fruehwirth (DE)	CANCELLED Theory? What theory? – A critical review of the current (feminist) textbook research from a gender-theoretical perspective
Marta Esplugues Cebrián (ES)	Gender and intercultural identity in ASD (autism spectrum disorder) textbooks and educational media. Are we reproducing attitudes from the past?
Maria Montserrat Castro Rodríguez (ES)	Presence of publications related to didactic materials and attention to diversity in SCOPUS, WOS and IARTEM