

Parallel Session A: 11 September 13.30-15.30	
1. Spanish/Portuguese	Room: C.201A
María José Baena-Sánchez, María de la Paz Prendes-Espinosa and Nicolás Martínez-Valcárcel	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	Indigenous history and culture in history textbooks in Brazil: norms and practices
Marlene Terezinha Grendel	The student's notebook: meanings and History class records
2. Sciences: Digital textbooks and learning materials	Room: C.201C
Stine Dunkan Gents	How do mathematics teachers interact with the mathematic book and how does the use of the mathematics book and other resources influence the teaching?
Alberto Sanmiguel Rodríguez, Carmen Denébola Álvarez Seoane and Jesús Rodríguez Rodríguez	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	Science textbook: (re)signifying its usage in a countryside school
Camila Ferreira Aguiar and Nilson Marcos Dias Garcia	Physics' textbook and the real curriculum's production
3. Images representations	Room: C.312
Alessandra Anichini	Foreigners, pilgrims, merchants and travelers – Images of the difference within the volumes of the Fund INDIRE
Johan Wassermann	The representation of Nelson Mandela in selected grade 12 history textbooks
4. Arts and Music	Room: c.338
Miloš Makovský	Didactic materials and ways of their use during preparation for art education lessons at primary school
Chauvigné Anne	From the wall to the page: How do school textbooks use paintings?
Guilherme Romanelli and Mauren Teuber	Chart protocol design for art textbook analysis
5. Languages	Room: C.332
Hendriane J. Wilkens	Is available learning material suitable for Dutch as a second language for 'newcomers'?
Benthe Fogh Jensen and Susanne Karen Jacobsen	Criteria for designing teaching and learning resources bridging curricular disconnects in English at Danish primary school level

Benthe Fogh Jensen and Susanne Karen Jacobsen	Ideology and linguistic diversity: a problematization on the studies that involve the ideology and the textbooks of languages in Brazil
6. INTERSECTIONALITY CITIZENSHIP AND DIVERSITY	Room: C.317
Yuki Nakazono	Contradiction between Inclusion and Differentiation. Textbooks for Primary Education in Germany
Angerd Eilard	Contradiction between Inclusion and Differentiation. Textbooks for Primary Education in Germany
Stig Toke Gissel and Thomas Illum Hansen	From theoretical construct to learning material, from learning material to teaching and learning, and the bottom lines: perceived and measured quality
Parallel Session B: 11 September 16.00-18.00	
1. Languages	Room: C.201A
Han Yu Li	How Do Senior High School Mandarin Textbooks Demonstrate Competence-Based Design? The Viewpoints from Editors of Taiwan
Yvonne Behnke	Does visual design matter for learning with textbooks? How and which visual design parameters may affect learning with educational media
Iben Brinch Jørgensen and Anne-Beathe Mortensen-Buan	Valuing writing in higher education. The edition history of an influential textbook in academic writing in Norway and Denmark
2. Educational resources in specific contexts	Room: C.338
Tânia Maria Figueiredo Braga Garcia	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	The vision of those responsible for the elaboration of learning materials in municipal educational contexts
Jesús Rodríguez Rodríguez, Carmen Denébola Álvarez Seoane and Montserrat Castro Rodríguez	Analysis of the characteristics of the digital didactic materials used and elaborated by the teachers themselves. case study of two primary schools in Galicia (Spain)
Jesús Rodríguez Rodríguez, Yésica Teijeiro Bóo, and Antía Cores Torres	Teaching materials in hospital classrooms. a proposal to meet the specific needs of your students
3. Curation and Selection	Room: C.201C
Rose Leighton	Lecturers as curators of crossmedia resources: a literature review
Magali Roumy Akue and Éric Bruillard	Renewing teaching resources by nurturing human network: analysis of design teachers' network

4. Use of Textbooks / Games and Specific Contexts	Room: C.332
Zuzana Sikorova, Iva Cervenkova, Marek Vaclavik, Peter Bagoly-Simó and Bruce Knight	Using textbooks and learning resources to scaffold students' learning
Louis Kørhsen and Alysson Ramos Artuso	Gamification has a weak or no effect on pupils learning, but...
Stinus Storm Mikkelsen	Scaffolding for inclusion in project based learning with learning tech
5. Sciences: Didactical usage of textbooks and learning resources	Room: C.312
Solène Zablouk	What adaptations of resources for students with learning difficulties? Case-studies in the French vocational Baccalaureate of automobile maintenance
Emmanuelle Voulgre and Georges-Louis Baron	Paths of appropriation of a new digital resource at 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	Guide manuals for teachers. Teaching physics knowledge in the early years of Elementary School
Regiane Aparecida Kusman and Tânia Maria Figueiredo Braga Garcia	The perspective of Natural Sciences teachers on the meaning and use of didactic materials during the final grades of Elementary School
6. Textbooks selection / Assessment	Room: C.317
Alysson Ramos Artuso	The limit of pages of the 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	Pre- and primary school teachers' assessment on the importance of quality criteria of learning materials
Merle Taimalu, Heily Leola, Krista Uibu, Triinu Kärbla and Jaan Mikk	Pre-school and primary school teachers' evaluations about choosing opportunities of learning materials and about choice principles
Parallel Session C: 12 September 10.15-12.15	
School visits	
1. Spanish/Portuguese	Room: C.201A
Lucía Echeverría de Miguel	The curricular materials for violin beginners: their analysis as a basis to generating a new approach
Carles Lindín	Is technology really used in digital textbooks for the acquisition of competences? Digital Philology as an opportunity for its update
Roseli Borowicz and Tânia Maria Figueiredo Braga Garcia	Processes of production, selection and use of teaching resources in literacy classes in rural areas

2. Literature	Room: C.201C
Christoffer Dahl	Why study literature? Legitimations in five literature textbooks
Ylva Frøjd	Why should students study fiction in school?
Bettina Buch and Malene Jensen	Which reading medium do students prefer and how does it affect their recalling ability and reading comprehension?
3. Sciences: The significance of the textbook	Room: C.338
Shingo Uchinokura	Preservice Science Teachers' Perceptions on Textbooks in Japan: From the Perspectives of Teachers and Learners
Alysson Ramos Artuso, Kelly Vanessa Dias da Silva and Caroline Dorada Pereira Portela	The uses of the Brazilian high school physics textbooks – does the teacher's academic background matter?
Teiko Arai	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	Introducing an intellectual and a digital resource in teachers' activity: The case of the Education through Research model and the Student-Researcher Digital Notebook
4. History	Room: C.332
Nicolás Martínez-Valcárcel, Matha Ortega-Roldán, Delfín Ortega-Sánchez and María José Baen-Sánchez	The textbooks, teacher's materials and digital media in teaching History: presence and intensity of use by teachers and students
Jens Aage Poulsen	Textbooks and other teaching resources used in the school subject history
Jan Van Wiele	Christianity and the Lotus. Dealing with Buddhism in Belgian Catholic Religion Education before and after Vatican II. A Case Study Starting from the Analysis of Religion Textbooks for secondary education (1870-2000)
Edilson Chaves	Dialogues between the History textbook and other didactic materials: producing knowledge in History lessons
5. Digital Educational Resources	Room: C.312
Tine Juhl Wade	Does student motivation in preparation for class increase when digitally supported preparation materials are made available?
Maria Filomia	Augmented Reality and textbooks
Cisel Matthieu and Georges-Louis Baron	A reflection on the transposition of educational resources into educational softwares : The case of savanturiers

<a href="#">6. Digital Ressource</a>	<a href="#">Room: C.317</a>
Anne Kristine Solberg Runestad	The double adaptation in children's use of educational screen texts
Dorte Ruge	Designing digital teaching materials in food- and health education
Stig Toke Gissel, Louis Køhrsen and Alysson Ramos Artuso	Does the use of ICT in education promote student learning?
Ommund Carsten Vareberg	Textbooks and companion websites: investigating transmedial sequentiality
<a href="#">Parallel Session D: 12 September 15.45-17:45</a>	
<a href="#">1. Spanish/Portuguese</a>	<a href="#">Room: C.201A</a>
Bruno Henrique Cersosimo Lous and Tânia Maria Figueiredo Braga Garcia	Meanings of contextualization in Physics textbooks approved by the PNLD
José Leandro Lima de Souza and Tânia Maria Figueiredo Braga Garcia	The relationship between textbooks and other resources. Digital educational objects suggested in PNLD Physics textbooks
Lucas Macedo Cunha and Tânia Maria Figueiredo Braga Garcia	Guidelines on Physics evaluation processes present in teacher's manuals distributed by the PNLD (Brazil)
<a href="#">2. Diverse Curriculum</a>	<a href="#">Room: C.201C</a>
Magali Loffreda	How teachers organize their educational resources?
Thomas R.S. Albrechtsen and Karina Kiær	Instructional Coaches and the Dilemmas of Supporting Teachers' Use of Learning Materials
<a href="#">3. Use of Textbooks/Games and Specific Contexts</a>	<a href="#">Room: C.338</a>
Stig Toke Gissel and Bettina Buch	A systematic review of research on how students and teachers use didactic learning materials in L1
Jens Jørgen Hansen	The concept of learning platforms
Zuzana Sikorova, Iva Cervenkova, Marek Vaclavik and Ivana Fialova	University students' use of study resources in relation to approaches to learning
<a href="#">4. Orality and Writing</a>	<a href="#">Room: C.332</a>
Lene Illum Skov and Dorthe Carlsen	Orality in L1 Textbooks and Educational Media

Michael Jensen	Sociomaterial Methodology in Writing Research
<a href="#">5. Round Table</a>	<a href="#">Room: C.312</a>
Christoph Bläsi, Annekatrin Bock and Sören Peter Sörensen	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, JimMcCall and Steffen Sammler	A caesura for curriculum development and educational media production (not only) in Central and Eastern Europe?
<a href="#">Parallel Session E: 13 September 10.30-12.30</a>	
<a href="#">1. Teacher Training</a>	<a href="#">Room: C.201A</a>
Léia de Cássia Fernandes Hegeto and Izzadora Silvestre Porcote	Do these resources predominantly promote a perception of history that it is about the accumulation of factual knowledge – or do they facilitate students’ historical reflection – and why?
Kishorkumar Darak	Content ‘Loss’ or Content ‘Fatigue’? – Analysing Teacher Preparation for Textbook-use in India
Arianna Morini	Enhancing the didactic proposal through the illustrated and interactive e-book: a focus on the teacher training.
<a href="#">2. Geography</a>	<a href="#">Room: C.332</a>
Uwe Krause and Tine Béneker	Textbook tasks in upper secondary geography education: type of thinking and influence of curriculum contexts - the case of the Netherlands and North-Rhine Westphalia (Germany)
Uwe Krause	Use of geography textbooks in upper secondary schools in the Netherlands
Neusa Maria Tauscheck and Tânia Maria Figueiredo Braga Garcia	Local-global relationship in textbooks: contributions to the studies of Didactics of Geography
Natalija Mažeikienė and Odeta Norkutė	Teaching about nuclear energy in geography curriculum: moving from energy literacy to nuclear imaginary
<a href="#">3. Textbooks Selection/Assessment</a>	<a href="#">Room: C.201C</a>
Carmencita Ferreira Silva Assis	Textbook: Implications in teacher practice

Jannike Hegdal Nilssen	Cluster composition and cluster information linking as a method of textbook analysis
Tânia Maria Figueiredo Braga Garcia	Between the universal contents and the local culture: a didactic and epistemological research on textbooks.
<a href="#">4. Sciences: Digital Textbooks and Learning Materials</a>	<a href="#">Room: C.338</a>
Shuichi Yamashita	Using Science Digital Textbook to Achieve Deep Learning in Japan
Pascale Kummer Hannoun	Relationship between physics and chemistry teachers and textbooks in French high school.
Thais Ananda dos Santos and Alisson Antonio Martin	The recent Brazilian academic production about physics textbooks in national journals
Mehdi Khaneboubi	Analysis of statistical curricula in the French undergraduate courses
<a href="#">5. Gender and Diversity</a>	<a href="#">Room: C.312</a>
Bernhard Fruehwirth	Theory? What theory? – A critical review of the current (feminist) textbook research from a gender-theoretical perspective
Marta Esplugues Cebrián	Gender and intercultural identity in ASD (autism spectrum disorder) textbooks and educational media. Are we reproducing attitudes from the past?
Maria Montserrat Castro Rodríguez	Presence of publications related to didactic materials and attention to diversity in SCOPUS, WOS and IARTEM