

GEORG ECKERT INSTITUTE
FOR INTERNATIONAL TEXTBOOK RESEARCH



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Preface



Our institute, which was founded by the historian Georg Eckert from Braunschweig in 1951, is a widely known and reputed centre for the comparative analysis of textbooks and their social contexts. In recent years, it has developed into an important point of intersection for international textbook research. At present, we are reinforcing our profile online, and expanding the institute into a point of reference for research into other educational media of relevance to schools.

This brochure offers an overview of our current research, transfer activities and services. Detailed information can be found on our homepage www.gei.de and in our biannual *Eckert. Das Bulletin*, which we will be pleased to send you on request.

A handwritten signature in black ink, appearing to read 'Simone Lässig'.

Simone Lässig, Director



Tasks and Methods

The Georg Eckert Institute (GEI) carries out research from a national and international perspective into social patterns of interpretation, orientation aids and identities conveyed via textbooks and other educational media which are relevant to schools. Having been fixed in school institutions, these media acquire state legitimation and a high level of authority in society. In this context, historical, political and geographical teaching and learning materials acquire a special status. Many states and regions ascribe to them a special function as tools with which to construct meaning. It is therefore by analysing images of the self, the other and of »enemies« underlying the various meanings and identities on offer that one can increase awareness of alternative or competing interpretations.

The institute operates on the interface between humanities and social science research on the one hand and educational

policy on the other. There currently exist four research areas which continue along the proven paths of international textbook research, while refining and complementing their work by posing innovative questions and adopting new perspectives and methods. Each research area approaches a specific topic from a specific perspective in order to analyse the social, cultural and political function of educational media relevant to schools. Particular consideration is given to the social conditions in which these media function. At the same time, the four thematic foci constitute the four main pillars of the institute's current research: the relations between textbooks and conflict, the ambivalent processes underlying the emergence of European structures of identity and consciousness, the ways in which people in different Muslim-majority societies and in European countries perceive each other, and the meaning of school educational media against the background

of globalisation. The institute also plans to set up a fifth research area dealing with »History, Theory and Methods of Educational Media Research«. Since 2007, the work of the institute has been conceived within the framework of a medium-term research and work programme which outlines guidelines for the next five to eight years. This programme is called »Europe in the World – the World in Europe. Representations, Practices and Transfer in the Context of Schools and Teaching«.

On the basis of this research programme, the GEI is also developing institute-wide research and transfer projects. These projects include, first and foremost, the virtual long-term projects such as the Information and Communication Portal for International Educational Media Research (Edumeres), the Multilingual Internet Platform »Europe in Textbooks« (EurViews), and the Data and Methods Handbook for International Educational Media Research



(Edudata). A similarly institute-wide and inclusive function is fulfilled by the Communication and Transfer department, which coordinates and channels research, service and transfer, and cooperates closely

with the research areas and library when developing and realising the institute's projects.

The transfer and services provided by the institute on national and international



levels are geared towards researchers, teachers and students, educational organisations, political institutions, international educational organisations like UNESCO and the Council of Europe, and publishers. These services include organising conferences and workshops; producing reports, preparatory materials and recommendations; providing expert advice; mediating in international textbook conflicts; delivering scientific knowledge at events concerning further

and continuing education; and scientific consulting for political institutions within and beyond Germany. The GEI thus promotes contacts between specialists from different disciplines and regions, and puts them in touch with experts who have practical experience in teaching and with textbooks.

In recent years, the results of research and the implementation of these results, along with the library, its collection of textbooks, and the fellowship programme, have enabled the GEI to develop into a globally recognised centre for comparative textbook research. On the basis of acquired experience, the institute is constantly broadening its research profile. In the near future, important new fields of inquiry will include historical and empirical textbook research, research about the reception and effects of textbooks, as well as the exploration of out-of-school media which are relevant to teaching. The work



of the Georg Eckert Institute thus carries out an important task for the national and international scientific community as a real and also increasingly virtual point of intersection in a network of multidisciplinary research about educational media.

The History of the Institute

Following the effects of nationalist thinking during the First World War, it became clear that textbooks contributed towards the emergence of enemy images. The League of Nations reacted to this development by advocating the revision of textbooks on an international level. However, National Socialism and the Second World War put an end to these efforts.

Following the Second World War, UNESCO resumed this work, in which the historian Georg Eckert, from Bruns-



wick, who was later to become the chairman of the German UNESCO commission, played a significant role. Eckert untiringly supported the promotion of international understanding by means of textbook work, and to this end organised textbook negotiations, primarily with Germany's neighbours and former enemies. After his death in 1974, the International Textbook Institute, which Eckert had initially set up, was renamed the Georg Eckert Institute as we know it today, founded in 1975.

Some of the major achievements of the institute include the »Franco-German Agreement about Controversial Questions of European History« (1951), the »Recommendations for History and Geography Textbooks in the Federal Republic of Germany and the People's Republic of Poland« (1976), and the »German-Israeli Textbook Recommendations« (1985). These agreements and recommendations have





provoked responses which go well beyond the immediate scope of textbooks.

Special interest has been aroused by the institute's traditional binational textbook work, which has brought together researchers, publishers, textbook authors and educational administrators, as well as teachers from both countries involved. This method of working is designed to improve mutual understanding and reduce prejudices. Moreover, the results of these efforts have been recognised as a model in several parts of the world. Other signs of this worldwide recognition include the awarding of the UNESCO Prize for Peace Education to the Georg Eckert Institute in 1985, its function as a textbook centre for the European Council, and its nomination for the Seoul Peace Prize in 2002.

In a world characterised by global interdependence, the institute addresses increasingly wide-ranging and complex tasks. These changes take into account the fact

that cultures may no longer be conceived of as hermetic, homogeneous and national, for they are in fact characterised by multiple identities and share common features with other nations across borders. Textbook research and research into educational media applied in schools, as carried out at the Georg Eckert Institute, must therefore be understood in relation to the broader context of transnational and transcultural historical, social and cultural research.

The institute has been a member of the Leibniz Association since 1 January 2011.



The GEI – An Overview

Director: Professor Simone Lässig

Deputy Director: Professor Eckhardt Fuchs

Research coordinator: Dr Inga Niehaus

Academic Department

Chair: Professor Eckhardt Fuchs

Research Area: »Textbooks and Conflict«

Chair: Dr Georg Stöber

Research Topics:

- Textbooks in Conflicts
- Dealing with and Preventing Conflict via Textbook Work
- Learning within Circumstances of Conflict
- »Conflict« in Textbooks
- Textbook Conflicts

Research Area: »The European (School)house: Political Spaces, Historical Constructions and Cultural Identities«

Chair: Dr Robert Maier

Research topics:

- Europe and the National Factor
- Europe through the Prism of its Regions
- Fault Lines in and around Europe

Research Area: »Images of Self and Other and Symbolic Boundaries – Europe and Muslim Societies«

Chair: Dr Susanne Kröhnert-Ottmann

Research topics:

- Historical Research
- Images and Boundaries in Comparison
- Transfer

Research Area: »Educational Media in the Global Age«

Chair: Dr PD Barbara Christophe

Research topics:

- Memory Cultures
- Heterogeneous Societies

Communication and Transfer Department

Chair: Robert Strötgen

Library

Director: Brigitte Depner

Administration

Director: Horst-Werner Müller



Research Area: »Textbooks and Conflict«

If we understand conflict as the socially constructed and communicated incompatibility between the positions of different protagonists, we may define two distinct ways in which textbooks and conflict are related. Taking political and social conflicts as a starting point, it is interesting to see how these conflicts are reflected in textbooks and in which socio-political constellations conflicts are triggered by textbooks. Taking textbooks as a starting point, we are more likely to inquire into the role they play in conflicts: Do textbooks provide a basis with which to deal with or prevent conflicts, or are they a means to sustaining conflicts along with habits of thought which promote conflictory or even violent behaviour in the future? According to traditional textbook revision, there are various ways in which

the potential of textbooks to perpetuate conflict can be reduced. Since its foundation, the Georg Eckert Institute has been involved in several such measures. This research area builds on this work, with the aim of reflecting what has been achieved, and underpinning future work in this area with scientific methods.

The research questions may be summarised as follows:

Textbooks in Conflicts

This research topic, which deals with the role played by textbooks in conflicts, is founded on the premise that social and political conflicts not only have structural causes, but are the results of social perceptions. A number of perspectives and research questions arise from this basic premise. Future research into this topic will go beyond the analysis of case studies by approaching the subject matter comparatively in order to draw universally appli-

cable conclusions. At the same time, these studies provide grounds with which to include textbooks in efforts to deal with conflicts within the framework of »textbook work«, and even to apply the results of this research towards conflict prevention.

Dealing with and Preventing Conflict via Textbook Work

This topic is devoted to textbook revision as a way of dealing with conflict and fostering conflict prevention, and investigates the various methods and instruments available to promote these aims internationally. Of central importance is not only the question whether the stated goals can be achieved, but also in which contexts the methods are effective, and with which results – including those which are not intended. Research of this kind, which is rooted in practice and applies methods critically, is in turn of practical benefit to those working in the field.



Learning within Circumstances of Conflict

Continuous and protracted violent conflict poses a considerable challenge to both teachers and pupils who are committed to the learning process. Teaching materials which reflect a conflict, or which have been specially designed to deal with conflict, constitute only one aspect of a learning process which is often determined by other out-of-school factors. This research topic therefore aims to explore empirically the role of teaching materials against this background.

»Conflict« in Textbooks

Images of conflict find their way into textbooks via pedagogical and didactic reflection, and thereby constitute part of a society's self-image. This research topic aims to discover the ways in which this process takes place and what it tells us about the self-understanding of a given

society. To what extent are social changes reflected in diachronic comparisons of textbooks? And to what extent are different images of society reflected in regional comparisons of textbooks? The results of this research can have practical consequences for intercultural communication.

Textbook Conflicts

Conflicts about textbooks – between different states, or between different groups within a given society – usually involve parties which each claim to define the »right« interpretation of historical events and the authority which defines what is (national) self-understanding. In cases where textbooks are perceived as the object of a conflict, we have to understand the various issues which triggered the conflict and the positions taken towards them by the opponents involved. Further questions arise concerning the protagonists, the unfolding of the conflict over time, and the

socio-political contexts in which textbook conflicts take place.



Research Area: »The European (School)House – Political Spaces, Historical Constructions and Cultural Identities«

Attempts to encourage debate about Europe and to define what Europe is vary specifically according to time and place. The expansion of the European Union, disagreement over foreign policy, and the muddle over the European »constitution« have lent even more urgency to European cohesion. At the same time, the process of European expansion challenges notions of Europe based exclusively on the heritage of western culture and thus exclude a large number of Europeans. When teaching history and politics, »Europe« therefore constitutes a classical topic as well as a new challenge. Teachers of history and politics cannot avoid addressing the future models of Europe, and must therefore give careful consideration to questions raised by academic research.

The research topics dealt with in this research area may be summarised as follows:

Europe and the National Factor

Visions of Europe range from a confederation of nation-states to a united European state in which »nations« would be marginalised as folklore. On the one hand, there is a clear tendency to limit the authority of nation-states; the displacement of economic decision-making procedures confirm this trend. On the other hand, there are also signs that the notion of nationhood will continue to compete with, or at least leave a lasting mark on the notion of »Europe« for a long time to come. The inclusion of Central and Eastern European countries in the European Union has given further impetus to this phenomenon. One of the central aims of this research topic is to analyse the tension between national self-assurance and national memory cultures on the one hand, and the constant

need to redefine Europeanness on the other hand, while giving due consideration to the pertinence of these issues for teaching.

Europe through the Prism of its Regions

If we think of Europe less in terms of nation-states, it becomes possible to explore its other constitutive elements such as its regions, both large and small, most of which go back further in history than nation-states. These range from vast relics of confederations or imperial structures rooted in dynastic territorial powers, regions bound by language, culture or religion, to smaller regions defined by landscape. However, the specificity of these regions is often eclipsed, and their history forgotten, especially when it has not since been adopted and nurtured in the context of subsequent national histories. This research area aims to rediscover and redefine these layers of memory.



Fault Lines in and around Europe

What people perceive to be the centre or the periphery of Europe is largely defined in relation to what lies beyond. The change and displacement of centres and power dynamics in Europe go hand in hand with its transcontinental relations. The division between Eastern and Western Europe, for example, is consistent with the longstanding fragmentation of the continent. Such division has been virulent since the separation of East Rome. Although the question of what belongs to the East and what belongs to the West has consistently been open to negotiation, the East-West divide has not undermined the vibrancy of the idea of »Europe«.

When it comes to the question of the external boundaries of Europe, notions of Europe differ radically. Protagonists on either side justify their different positions by evoking historical events and experiences.

Analysis of historical discourse on the basis of textbooks reveals a great deal about the self-understanding of different countries within the European area, and about the extent to which they adhere to or drift away from Europe. The sobriety with which countries adhere to European values can be measured on the basis of their commitment to education. The question as to whether political and cultural identities are in reality as radically opposed, and the borders between them as clearly defined as atlases would have us believe, can be deduced from discourses taking place on both sides of borders as well as across them.

Research Area: »Images of Self and Other and Symbolic Boundaries – Europe and Muslim Societies«

Since the mid-twentieth century, most western European states have experienced an increase in population from Muslim-majority societies. At the same time, the latter have had to face diverse political and military interference on the part of European countries. Traditional images on both sides are informed by historical memories of encounters and entanglement as well as violence, oscillating between ambivalence and demarcation. Today, judgemental and emotionally charged images of the respective other remain confronted by geographical and everyday proximity before a backdrop of global mobility and information. These contemporary conditions give rise to conflicts of recognition that generate new complex and subtle patterns



of differentiation. Such symbolic boundaries are often formed by polarising categories such as the modern versus the traditional, or the religious versus the secular, which determine aspects of »belonging« and lend recognition accordingly.

Current shifts within the framework of this relationship raise the question as to how far traditional reflections and demarcations of symbolic boundaries in conceptions of orientalism and occidentalism have now become antiquated, and whether and how they are being replaced by new, non-polarised patterns of perception. For a research area focusing on Europe and Muslim-majority societies, this means that the epistemological interest of research and transfer activities must concentrate on examining and revising changes to cultural polarisations, shifts, and the penetrability of boundaries within the setting of the school as well as in educational media.

The research area's projects aim to scruti-

nise current diagnoses of mutual demarcation tendencies between Europe and Muslim-majority societies, as well as with regard to Muslims living in Europe. Further research and transfer projects aim to examine the origins and development of symbolic boundaries from a comparative perspective. In doing so, they address the following questions: What is actually »European« identity? How else do people identify themselves beyond national boundaries? How is perceived otherness spoken about or not spoken about? Which temporal shifts are expressed in new interpretations of »cultural« difference, for example between scholarship and the public sphere or between textbook portrayals and current negotiations between pupils and teachers in the classroom? We are currently working with three points of focus:

Historical Research

Historical scholarship discusses narrative

structures which have essentially remained stable over longer periods of time, traces their emergence, and examines the extent to which current narratives refer back to »institutionalised« images of self and other.

Images and Boundaries in Comparison

Contrasting studies of various national contexts via education reform, curricula and images of the cultural self and other have been carried out in Arabic-speaking MENA countries. This line of research is being continued with a focus on Jemen and the Sudan. Differing colonial experiences and domestic ethnic and confessional boundaries that have developed over the course of history are shifted into the focus of nation-building processes.

Transfer

Rendering new knowledge on Islamic countries and Muslims in Europe accessi-



ble to school education is a key task of this research area. To a large extent, the current Islam narrative in German-language textbooks reflects European perceptions of Islam from past centuries, in which Islam is seen as a source of backwardness and violence. With a view to destabilising these unilateral patterns of perception, the research area has rendered web-based material in the German language available to teachers since 2005 (www.1001-idee.eu). The research area is thus well positioned within contemporary discourse addressing history and histories between Europe and the Orient as well as between Christianity and Islam. Key aspects include investigating categories of self and other and how cultural transfer is portrayed or ignored.

Research Area: »Educational Media in the Global Age«

The projects in this research area analyse the interdependence between educational media and globalisation on the basis of two questions. One of these questions explores how educational media help young people to cope with the challenges of global modernity. The second question is devoted to the way in which educational media influence our understanding of what globalisation is.

These two questions link the research area to three important aspects of the current theoretical debate. Firstly, it understands globalisation as a social process which primarily influences the way in which people perceive the world. The fact that we live in a globalised world is evident from the fact that we are increasingly aware of the multiple and very different perceptions of the world which people have in differ-

ent places. The question whether and how educational media impinge on pupils' awareness of the globally diverse ways in which people perceive the world is clearly a highly interesting research topic in this context. Secondly, globalisation can be equated with the emergence of globally interconnected communication areas. Such interconnectedness can arise as a result of new communication structures. A typical example of this is the emergence of transnational media companies. It may also be rooted in the increasing similarity of communication contents. This occurs because, nowadays, people can observe things happening somewhere else in the world. Something which is seen to be important in one place always has an impact on what and how things are communicated elsewhere. The research area explores the way in which both of these expressions of the global influence of local communication processes affect the contents of edu-



cational media. Yet globalisation does not only alter the way in which people relate to the world and to each other. For it also affects the way in which we think »normal« people should be, and the demands we may legitimately make of them. In other words, globalisation also redefines the status of people as subjects. The research area is therefore committed to exploring how educational media contribute towards this process, and what new demands are made on learners and teachers as a result.

The research area addresses these questions not only in relation to texts contained in educational media. Rather, it also incorporates into its analysis the contexts in which these texts are produced and appropriated. In concrete terms, we explore which actors, on both national and transnational levels, have an influence on the contents that are included (or not included) in educational media. At the same time, we enquire into how these contents are received

by pupils and teachers in schools.

The research area currently consists of two thematic fields:

Memory Cultures

School textbook research has traditionally enquired into the contribution made by textbooks to the emergence of national memory cultures. The research area makes an original contribution to this field by turning its attention to the changes brought about by globalisation. Emphasis is placed on two main areas. One is devoted to the post-Soviet area, the Balkans and Africa, that is, on those areas of the world in which globalisation has caused an acceleration of fragmentation processes. The task of creating a sustainable social consensus regarding the significance of one's own past is particularly urgent in these regions. Further emphasis is placed on the analysis of educational media not only as conveyors of national discourses

about memory cultures, but also as a medium in which global debates and cultural economies are reflected. The main question therefore concerns the way in which global trends in memory cultures are appropriated and translated in different local contexts.

Heterogeneous Societies

Globalisation in an age of migration has not only led to greater plurality in terms of the ethnic and religious composition of societies. More importantly, against the background of globalisation, there is a heightened awareness of the significance of differences between identities – regardless whether these are based on people's belonging to different social, cultural, religious or ethnic groups or on gender differences. This awareness has not only given rise to demands for the recognition of difference. Just as important is the understanding that identities are never unam-



biguous, but always diverse and, moreover, in a state of flux. In this context, the research area explores whether and how this change in people's awareness is reflected in educational media, and how educational media react to the challenges related to the growing awareness of the heterogeneity of contemporary societies.

Institute-Wide Projects

Edudata: Virtual Data and Methods Handbook on International Educational Media Research

Edudata is a reference work increasingly in demand by scholars, educational practitioners and students. It contains entries about the foundations, central issues, concepts and methods of textbook and educational media research. The intention is to generate knowledge on the basis of a new form of virtual collaboration. The entries will be composed by the Georg Eckert Institute and experts in this field via a Virtual Research Environment (VRE) of the Information and Communication Portal for International Educational Media Research (Edumeres.net), so that they may be continuously adapted to reflect the most recent state of research. The same goes for data on national education systems, textbooks, research institutes and curricula,

which can be composed and updated on Edumeres.net. The foundations for Edudata have been laid with key data pertaining to most European countries, which will gradually be expanded with further information and sections on specific topics.

Edumeres.net: Information and Communication Platform for International Educational Media Research

By bringing together both academic specialists and pedagogical practice, this specialist internet platform aims to fill a gap in currently available virtual information and communication. It provides access to the main institutions, data, methods, resources, research results, points of discussion and events in the field of teaching and educational media research, thus presenting opportunities for the creation and distribution of new knowledge across the field. As a virtual forum it primarily appeals to specialists and experts active in



research and teaching, but also to those involved in politics, to publishers and authors of textbooks, and to teachers of geography, history and political science; the platform likewise reaches out to those involved in the natural sciences and cultural studies.



EurViews – The Internet Edition

What is Europe? The new multilingual internet project, EurViews, attempts to provide answers to this question. The project presents texts, maps and images from international history textbooks dating from the early twentieth century to the present day. It reveals how Europe and the Europeans have been seen and represented in national textbooks. Source materials are published on the internet in their original languages, with additional English and German versions, which are accompanied by commentaries including information about their context in the history of education. Once compiled and edited in this manner, these previously rather inaccessible interpretations of Europe can be used in teaching and training, and also offer new opportunities with which to carry out comparative research.



The Library

The research library of the Georg Eckert Institute houses the world's most extensive collection of international textbooks on the subjects of history, geography, and social studies from all continents, as well as a collection of scholarly literature pertaining to issues concerning education and educational media. In addition to social studies, the library holds copies of German readers and primers, textbooks for special subjects, as well as textbooks for German as a foreign language. Its high quality and comprehensive special collection attracts researchers from both Germany and abroad to Brunswick. By providing services and advice specially tailored to the needs of its users, in conjunction with its scholarship programme, the institute and library together are a driving force behind international textbook research. Users include researchers, university lecturers, textbook



authors, teachers, students and journalists. With its 240,000 items, including 150 current journals (January 2010), the library holds a representative collection of works pertaining to research about textbooks and other educational media. The collection of textbooks currently numbers 170,000 volumes from 158 countries. This includes a large number of historical textbooks from German-speaking countries, covering the period from the seventeenth century until 1945.

Textbooks published after 1945 in the Federal Republic of Germany and in the German Democratic Republic make up the core collection. There is also a complete collection of all teachers' manuals and pupils' textbooks available, including accompanying materials and additional teaching literature, and all editions of textbooks from each of the regional Länder and for each of the different types of schools.

The European collection comprises books

from forty-six different countries, most of which were published after 1945. Our collections of textbooks from outside Europe include items from the USA, China, Japan, Korea and India, as well as the Middle East.

One of the most treasured features of this textbook collection is its stock of primers. These some four thousand different primers from all over the world, and from all periods of history, is probably the largest collection of its kind available to the public. Electronic educational media designed for teaching, curricula, lists of officially authorised titles, examinations, and information about education systems serve to complement the library's stock.

The academic collection contains specialist literature and journals required for research into textbooks from the disciplines covered by the library. This collection currently contains 68,000 volumes. The core subjects covered include cross-disciplinary

titles concerning curriculum and textbook research, methods and didactics of teaching, comparative and historical educational research, and works about education systems. In addition to monographs and edited volumes, the library also holds collections of essays and electronic resources, alongside rare works which are not available commercially, as well as published and unpublished academic theses.

Most of the titles can be located on the catalogue of the Common Library Network (Gemeinsamer Bibliotheksverbund,



GBV). The website of the Georg Eckert Institute also features separate catalogues for textbooks and academic literature, alongside the database for textbook research and textbook analysis. The library also provides its users with regularly updated information about:

- the catalogue of approved textbooks for the subjects geography, history, social studies (political science) in the Federal German States (published annually since 1988 in print and online, and since 2010 as a database)
- weekly syllabuses for the subject areas of geography, history, and social studies in the Federal German States (online)
- thematic lists of selected teaching materials (in print and online)
- thematic lists of scholarly literature (online)
- lists of new acquisitions (online)

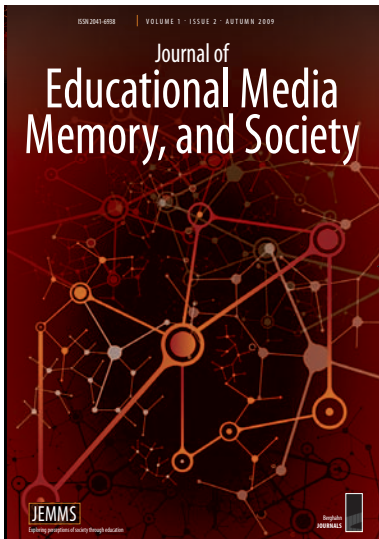
The library is open to the public. Most of the textbooks and main sections of the

collection of academic books are arranged according to an open-shelf classification. Use of the library and the loan of books are free of charge. The library is integrated into the distance-lending system.



Publications

Journal of Educational Media, Memory, and Society (JEMMS)



Since 2009, the institute has published a new journal, *Journal of Educational Media, Memory, and Society* (JEMMS). The journal analyses educational media and processes of learning in schools and their social functions. In addition to textbooks, the journal focuses on various types of »texts« (such as museums, memorials, films). Special attention is paid to the construction of collective memories and conceptions of space, the production of meaning and image formation, as well as new media that have a decisive impact on schooling. Images of self and other, as well as processes of (ethnic, national, regional, religious, institutional and gender) identity construction are analysed in relation to their institutional, political, social, economic and cultural contexts.

This peer-reviewed journal is published by Berghahn Books in Oxford and New York, and aims to increase awareness of the work of the Georg Eckert Institute internationally.

The journal is international and interdisciplinary. It welcomes empirically based contributions as well as theoretical and methodological studies.



Eckert. The Book Series Studies on International Educational Media Research



The book series of the Georg Eckert Institute presents research findings dealing with educational media (relevant to schools) in their sociocultural contexts from a systematic, historical and comparative perspective. The main thematic foci include patterns of remembrance, modes and models of identification and interpretative codes, which are constructed, conveyed or reinforced on the basis of educational media. Further thematic foci include discrepancies, tensions and conflicts between perceptions, which are reflected in or triggered by educational media. The series maintains tried and tested traditions of international textbook research while opening its horizon to new research topics, questions and methods. By publishing monographs in either German or English, the series addresses an international audience and different disciplines and subject areas in the fields of the humanities and cultural and social sciences.

Approaches including discourse, text and content analysis are welcome, as are theoretical treatises and empirical inquiries into the degree to which educational media have become established and effective in specific social contexts. The series is peer-reviewed and enjoys the backing of an advisory committee made up of international specialists. Particularly pathbreaking studies are nominated for the biennial »Eckert. The Research Award«, which is sponsored by the Westermann publishing group in Brunswick. The prize comprises an award of 2500 euros and a further donation of 2500 euros towards the costs of printing. The prize was awarded for the first time in 2010.



Visiting Professorships – Scholarships – Internships

The Georg Eckert Institute endeavours to offer reputed academics from Germany and abroad the opportunity to carry out their research in cooperation with projects at the GEI. This in turn inspires the institute to develop new fields of research, while interdisciplinary exchange lends new momentum to the institute's existing projects.



The scholarship programme of the Georg Eckert Institute provides both academics and textbook authors with an opportunity to make full use of the textbook library, to work comparatively, and to enter into close dialogue with colleagues from Germany and abroad. The institute enables fellows to pursue their research interests without the constraints of other commitments. Researchers at the GEI are available to give practical and professional support and advice, thus helping to create a forum for



lively academic exchange and both interdisciplinary and international communication.

In order to foster methodologically innovative studies in international textbook research, the GEI offers an annual award called the Otto Bennemann Fellowship. Similarly, the Robert Hermann Tenbrock Fellowship is awarded every four years for pioneering research with a focus on Europe.

Applications for all of these fellowships are



welcome throughout the year. However, applicants should submit their application by mid-September at the latest if they wish to come to the GEI in the following year. Applications should be addressed to the director or to the fellowship coordinator.

The institute also offers students and early-career scholars the opportunity to carry out internships at the GEI. Such internships should cover at least four weeks; the exact length can be defined in accordance with the applicant's wishes. Interns will be given the opportunity to become acquainted with the institute's academic work and with the library. They are expected to take part in events such as conferences and workshops taking place during their internship. Applicants may also apply specifically to work for one of the research areas or for one of the projects within an area. The library and the administration and IT departments also accept applications for internships.

Students approaching the end of their studies and doctoral candidates may apply to work part-time on a project of their own choice (on an MA or doctoral thesis, for example) within the framework of the institute's research programmes.

Legal Framework – Organs – Association

Legal Framework – Organs

The Georg Eckert Institute for International Textbook Research was founded in 1975 by a unanimous vote by all parties in the parliament of Lower Saxony. It was designated a legally responsible, independent, non-profit-making organisation. Its funding comes from the government of Lower Saxony and eleven of the federal German Länder. The institutional organs comprise the director and the board of trustees.

The principal role of the board of trustees is to lay down guidelines for the work of the institute, to elect and appoint a director, to determine the budget for the coming year, and to advise on the structuring of working programmes. To this end, the board of trustees has established an advisory committee of academics of universi-



ties and other research facilities from Germany and abroad. The advisory committee is responsible for making recommendations and commenting on the research carried out within the institute.

The director of the GEI is appointed for at least four years. S/he manages the institute, its day-to-day business, and is responsible for overseeing academic work, including the planning of the work programme and related events. Since June 2005, a cooperation agreement between the GEI and the Technical University of Brunswick has stipulated that the director is appointed to a joint position as both the director of the institute and a professor at the university.

The GEI currently employs thirty people on a permanent basis, with a number of temporary employees working on projects financed by third-party funds. It also employs several guest researchers, externally funded doctoral and postdoctoral candidates and a number of student and research assistants.

Association of Friends and Patrons of the Georg Eckert Institute

The non-profit-making Association of Friends and Patrons was founded in 1973. It lends primarily financial support to the many activities carried out by the institute. One example of this is the renovation and maintenance of five dormitory rooms for fellows in the guesthouse of the GEI.

A few of the multifarious activities of the association include the organisation, together with the institute, of academic lectures with which the institute makes its work known to a wider public. It is also responsible for having set up the scholarship programme, which contributes remarkably to the worldwide dissemination of the institute's achievements. Moreover, the association helps to fund student and research assistants.

Funding through grants has now reached a considerable level thanks not least to the Otto Bennemann Foundation, which sup-

plies the association with an annual endowment. Otto Bennemann was the interior minister of the government of Lower Saxony from 1959 to 1967, and a member of the Association of Friends and Patrons until his death in 2003.



Board of Trustees

The institute's Board of Trustees consists of federal representatives as well as representatives from the German Länder who contribute towards the funding of the institute.

The Board of Trustees lays down guidelines for the work of the institute and determines the annual budget. It has set up an academic advisory board, a service and transfer advisory committee and a budget committee, which are to act as advisors to the Board of Trustees and the director. Its members are also responsible for appointing the director of the GEI.

Academic Advisory Board

The Academic Advisory Board of the GEI is appointed by the Board of Trustees for a period of five years; it may be reelected one further time. In the main its members represent the research interests and disciplinary fields of the institute's work areas. These include: history, geography, Islamic studies, intercultural educational science, and the specialised didactics of history, political science and sociology.

Service and Transfer Advisory Committee

In 2008, the Board of Trustees appointed a Service and Transfer Advisory Committee whose members represent the widest possible range of groups of people which make extensive use of the integrated transfer products and services of the GEI. These include, above all, teachers' and specialised didactics associations, German and European textbook publishers, bilateral textbook commissions, study seminars, education policy-makers and journalists. The Service and Transfer Advisory Committee aims to assure the quality of the institute's work and to offer guidance in response to enquiries concerning the transfer activities and services of the Georg Eckert Institute.



The von Bülow Villa

The architect of the villa, Carl-Theodor Ottmer (1800–1843), studied at the Berlin Construction Academy, in the milieu of the famous architect Karl Friedrich Schinkel. He made a name for himself in theatre construction and also designed buildings for administration, military, transportation and representative purposes. In his home town of Brunswick, where he had worked as architect to the court of the Duchy of Brunswick-Wolfenbüttel since the age of 24, Ottmer made his mark with the Residential Palace and the von Bülow villa. He built the villa as a summer and garden residence for the President of the Chamber of the Brunswick ducal administration of justice, Friedrich von Bülow. After a varied history, it has housed the Georg Eckert Institute since 1981.



The villa is one of the most attractive examples of late Classicism in the area.



How to Reach the Institute

From the Braunschweig main train station, take bus number M 11 (direction »Lamme«) and alight at the bus stop »Maschstraße«.



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A background pattern of a network diagram consisting of interconnected nodes and lines, rendered in a light gray color. The nodes vary in size, and the connections form a complex web-like structure.

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