

## **The Journal of Educational Media, Memory and Society**

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Abstracts

### **Understanding Mobile Educational Content. A Comparative Approach**

Andrés Chiappe

The world is rapidly becoming increasingly digital, networked, and mobile. The use of mobile devices is a growing educational trend and determines how knowledge is taught and used when teaching and learning. This article presents the results of a comparative analysis of web and mobile educational content, which focuses on instructional issues that affect learning in a mobile context—namely, length, density, complexity, purpose, and structure. It then demonstrates that mobile content is shorter, denser, and more complex than the content of other types of educational media, and it proposes a critical assessment of how such content should be designed.

### **Explaining Political Apathy in German Civic Education Textbooks**

Alexander Wohnig

Since the 1990s, political apathy among young people has been a recurrent issue in political science. This article examines, on the basis of a survey of the current debate about political apathy in Germany and an analysis of civic education textbooks for the lower secondary level in Baden Württemberg, how contemporary German textbooks reflect young people's interest in politics. This article shows that, while political apathy in textbooks can be explained as the result of either an individual deficit on the part of the reader or a structuralist deficit of the political system, the latter explanation is more likely to encourage critical political thinking among young people in Germany.

### **Epistemic Messages in Textbooks for Vocational Education and Training**

Florian Berding and Ilka Lau

Epistemic beliefs are individuals' beliefs about knowledge and knowing. Researchers assume that epistemic messages embedded in learning materials shape learners' beliefs. In order to provide information about these epistemic messages, this article analyses 4,169 accounting exercises and 1,265 marketing exercises found in training textbooks for retailers, wholesalers, bank assistants, and industrial business management assistants. A latent class analysis identifies four types of exercises. The findings indicate that most epistemic messages emphasise knowledge that consists of stable, interconnected elements that are not useful for professional situations. Knowledge is transmitted by an authority and does not need to be justified. This article provides ideas on the basis of which exercises in textbooks may be revised.

### **The Geopolitics of Environmental Education. An Analysis of School Textbooks in the MENA Region**

Tobias Ide, Abdulkhaleq Alwan, Khalil Bader, Nouredine Dougui, Maysoun Hussein, Elarbi Imad, Farouk Gaafar Abdel Hakim Marzouk, Amany M. Taha Moustafa and Riem Spielhaus

This article addresses the geopolitical imaginations promoted by environmental education in the school textbooks of five states in the Middle East and North Africa (MENA) region. In doing so, it builds bridges between critical studies of education and political ecology. It shows that, when addressing environmental problems, the textbooks examined depoliticise environmental problems and sustain political and economic power structures. They do so by individualising responsibility for environmental problems, legitimising political and economic elites, associating environmental protection with wider societal goals, and externalising environmental problems.

### **National Socialism in German, Austrian and English Secondary School Textbooks (1980-2017)**

Philipp Mittnik

This article explores a selection of German, Austrian and English textbooks dealing with National Socialism. By adopting Waltraud Schreiber's methodology of categorial textbook analysis, the article presents the surface structure and building blocks as a basis for further analysis. The occurrence (or absence) of the pedagogical historical principle of multiperspectivity is examined with reference to the example of sections concerning 'Youth in National Socialism'. Subsequently, the study explores the role of multiperspectivity in the construction of critical historical consciousness. This is followed by a deconstruction of the image of women presented in the textbooks, with particular emphasis on simplifications.

### **The Concept of 'Consumption' in School Textbooks during the Democratic Transition in Spain (1977–1982)**

Mariano González-Delgado and Manuel Ferraz-Lorenzo

This article explains the approach to mass consumption developed in social studies textbooks in the early years of the transition to democracy in Spain. It begins by examining the way in which school textbooks represented consumer society and mass media in the late 1970s. This is followed by an indepth explanation of the reasons that led the authors of these textbooks to choose one theoretical framework over another. Above all, this article emphasises the complexity and variety of the historical materials used to represent consumer society, and how this process of social construction is reflected in the textbook content of the time.

### **What You See Is What You Get. The Algerian War, French Textbooks and How Violence Is Remembered**

Alexandra Binnenkade

French history textbooks occupy a pivotal position in the colonial fracture. They impart difficult knowledge about the Algerian War of Independence, knowledge that impacts the relationships between the communities of memory in France today. Textbook analysis has focused on their verbal content and, recently, in the work of Jo McCormack, on corresponding teaching practices. This article highlights graphic design as one layer of visual knowledge production and primarily contributes to the methodology of textbook analysis with an exemplary multimodal analysis. It reveals a hidden narrative about the postcolonial relationship that is not expressed in words.