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Abstracts

### **Representing Australia's Involvement in the First World War. Discrepancies between Public Discourses and School History Textbooks from 1916 to 1936**

Heather Sharp

This article investigates discrepancies between narratives of national independence in public discourses surrounding the First World War and narratives of loyalty in school textbooks in Queensland, Australia. Five textbooks commonly used in schools from 1916 to 1936 are analysed in order to ascertain how the First World War was represented to pupils via the history curriculum. This article argues that, although public discourses were in a state of flux, and often viewed Australia as a country that was becoming increasingly independent of its colonial ruler Great Britain, textbooks that maintained a static view continued to look to Great Britain as a context in which to teach national history to school pupils.

### **The Holocaust in the Textbooks and in the History and Citizenship Education Programme of Quebec**

Sivane Hirsch and Marie Mc Andrew

This article analyses the treatment of the Holocaust in Quebec's history textbooks, in view of the subject's potential and actual contribution to human rights education. Given that Quebec's curriculum includes citizenship education in its history programme, it could be argued that the inclusion of the Holocaust has particular relevance in this context, as it contributes to the study of both history and social sciences, and familiarises Quebec's youth with representations of Quebec's Jewish community, which is primarily concentrated in Montreal. This article demonstrates that the textbooks' treatment of the Holocaust is often superficial and partial, and prevents Quebec's students from fully grasping the impact of this historical event on contemporary society.

### **What Stories Are Being Told? Two Case Studies of (Grand) Narratives from and of the German Democratic Republic in Current *Oberstufe* Textbooks**

Elizabeth Priester Steding

Much like history textbooks, literature textbooks produce a grand narrative, telling a nation's story via its literature. This article examines the presentation of literature of the German Democratic Republic (GDR) in upper level secondary school (*Oberstufe*) textbooks published in Germany in 2009 and 2010. Twenty years after German unification, literature textbooks are largely divided into two groups in accordance with their handling of literature from the failed socialist state: some focus on ideological criticism of the GDR, and some choose to avoid politics as much as possible. Both options result in a simplistic, even reductionist (grand) narrative of GDR literature. Case studies on Christa Wolf and Günter Grass reveal a consistent, positive portrayal of West German literature and a polarised representation of GDR literature.

### **Decoding the Visual Grammar of Selected South African History Textbooks**

Katalin Eszter Morgan

Since the 1990s researchers have explored the design features of instructional texts from a Vygotskian sociocultural perspective. This article draws on their work in order to formulate analytical questions. Selected examples from four South African eleventh grade history textbooks are analyzed in an attempt to understand how the application of design principles, or the lack thereof, affects the potential mediating function of the text for historical learning as a whole. The relationship between visual processing and analytical and affective thinking is introduced to the discussion. The article concludes by commenting on the sociocultural context of textbook production.

### **Debating Migration in Textbooks and Classrooms in Austria**

Christian Hintermann, Christa Markom, Heidemarie Weinhäupl and Sanda Üllen

This article examines how the topics of migration, cultural diversity, and discrimination are depicted in current Austrian school textbooks and how they are discussed and perceived by pupils of different age groups attending different types of schools. The discussion concentrates on three main issues: the representation of migration as problematic; the use, critical or otherwise, of specific terms; and whether the history of migration to and from Austria is represented and perceived as part of a common Austrian history. Alongside the findings of the textbook analysis, we show how the involvement of pupils in textbook and migration research can contribute to the production of scientific knowledge in this area.

## **FORUM**

### **Mobile Learning in History Education**

Alexander König and Daniel Bernsen

Mobile devices enable pupils to decode edificial remains and symbols by spontaneously accessing additional information electronically. This article provides guidelines for mobile learning in history on the basis of mobility and enquiry- and design-based learning. The authors explore ways in which pupils may use their mobile devices to create innovative forms of collaboratively generated products like digital stories or geocaches. By drawing on social networks in order to promote discussion and publications, such products entail social participation and commitment. Mobile history learning also helps pupils to understand public debates about history, memory, and identity.

### **How Do We Detect Value Judgements in Textbooks? A Proposal, from the Field of Political Sciences, to Analyse Textbooks Quantitatively with Reference to the Example of European Integration**

Andreas Slopinski and Torsten J. Selck

The disclosure and analysis of normative value judgements is an important part of textbook research which has nonetheless not yet been supported by appropriate research methods which provide reliable and valid results. Most often, textbook analyses are descriptive and subjective. This article examines the potential of computer supported quantitative content analysis to resolve this problem. By drawing on existing studies in political sciences, we

argue that the 'Wordfish' software package provides the most appropriate means to analyse texts written by textbook authors.