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Abstracts

### **Constructing Europe and the European Union via Education. Contrasts and Congruence Within and Between Germany and England**

Eleanor Brown, Beatrice Szczepek Reed, Alistair Ross, Ian Davies and Géraldine Bengsch

This article is based on an analysis of the treatment of the European Union in a sample of textbooks from Germany and England. Following contextual remarks about civic education (*politische Bildung*) in Germany and citizenship education in England and a review of young people's views, we demonstrate that textbooks in Germany and in England largely mirror the prevailing political climate in each country regarding Europe. At the same time, the analysis reveals a disparity between the perspectives presented by the textbooks and young people's views. The textbooks in Germany provide more detail and a more open approach to Europe than those from England. Finally, we argue that the textbooks may be seen as contributing to a process of socialisation rather than education when it comes to characterisations of Europe.

### **Transformation and Continuity in Urban Space. The Smartphone as a Companion to Digital Teaching-learning Processes in Extracurricular Learning Settings**

Julian Zimmermann, Julian Happes and Nadja Bergis

The progressive digitisation of society is irreversibly changing education. Specialists of teaching methodologies are having to address questions raised by the digital revolution in schools and develop appropriate training for teachers. This article responds to this revolution by proposing that smartphones be used to support digital teaching and learning processes in extracurricular learning settings. Specifically, it presents digital city tours as potential tools designed to help learners to explore the urban space integral to their living environment, recognise its historical dimension and work on this dimension by developing digital narratives. The smartphone is understood here as a tool that makes it possible for learners to experience history and encourages them to develop learning skills.

### **The Bible, Hayden White and the Settlements. Teaching Religious Zionist History in the Postmodern Era**

Roy Weintraub

In recent decades, the impact of postmodern approaches to history teaching has triggered an extensive worldwide debate that accommodates diverse and contrasting voices. This article examines how the education system of Religious Zionism, one of the most important ideological movements in Israel, copes with the issue. The inquiry, based on Peter Seixas's conceptualisation, analyses the system's history curriculum, its latest textbooks, and an array of lesson plans. The analysis reveals a complex method of coping with postmodernism, including the adoption of pronouncedly postmodern attitudes at the declarative level and the neutralisation of their influence in practice.

## **Byzantine in the Works of Anastasios Diomedes Kyriakos. Protestant Influence in Greek Textbooks?**

Christina Hadjiafxenti

In the nineteenth century, Anastasios Diomedes Kyriakos, a Greek professor of theology at the newly founded University of Athens, wrote a much heeded scholarly work of Greek ecclesiastical history. Kyriakos had been profoundly influenced by his German Protestant theological predecessors whose ideas, including those about Byzantium, found their way into his work, such that Byzantium was presented as an empire in a state of constant decline. This article addresses the question whether this negative presentation of Byzantium was also adopted in Kyriakos' school textbooks for ecclesiastical history at a time in which Byzantium was generally perceived proudly as part of Greek national historiography and identity.

## **Disparity Among Indonesian Sociology of Education Textbooks**

Zulkifli

In addition to offering insight into the discipline of sociology, sociology of education textbooks constitute a major source of sociological knowledge. This study examines the scholarly content of Indonesian sociology of education textbooks by focusing on the degree of commonality between their core content and sources, and between content and academic scholarship. The study reveals a low level of commonality among the core contents of the seven selected textbooks – a heterogeneity which reflects not so much the plurality of Indonesian society and educational institutions or the application of sociological theories and approaches required by the Indonesian curriculum, but rather the diversity of the textbooks' sources and their authors' scholarly publication records.