### Who am I?

- Per Kornhall, <u>per@kornhall.net</u>
- Independent author and consultant
- Chair of the Swedish Textbook Authors' Organisation
- Phd, teacher diploma, worked for the National Agency for Education, Mälardalens University etc.

### The Swedish textbook market

- Basically an unregulated market
- New regulations giving students right to textbooks (again) this summer
- Our analysis
- What not to do and what to do

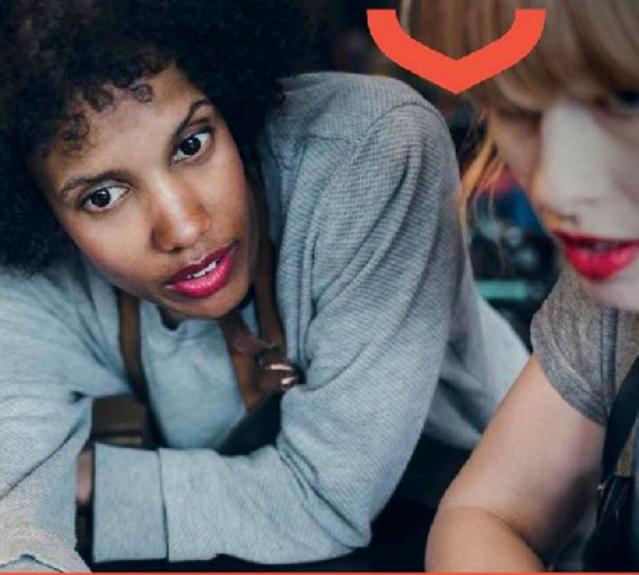
# Why textbooks?

- Clarification and explanation of curricula
- Teacher support through planning, progression and teaching ideas
- Teacher professional development
- Pupils' individual and autonomous access to pedagogically structured content
- Curricular connection between home and school

### Watch out for an anti-textbook ethos



The Cambridge Approach to Textbooks



Principles for designing high-quality textbook and resource materials Narch 2016 - revised April 2017

https://www.cambridgeassessment.org.uk/textbooks/

https://www.cambridgeassessment.org.uk/Images/649893-changing-texts-aninternational-review-of-research-on-textbooks-and-related-materials.pdf



#### **Changing Texts**

An international review of research on textbooks and related materials including a specific focus on Sweden

Research Report

Tin Oetes Meissa Mouthaan Sinsaa Fitzsimons Pona Baedle Deember 2021



#### We could, among many things, show that:

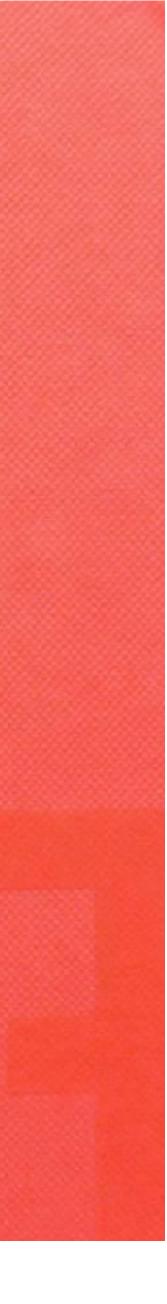
- Students, teachers, parents, lärarstudenter and local politicians et cetera - all valued textbooks highly (95 %).
- Schools budgets varied enormously.
- Teachers are not allowed to buy the textbooks they and their students need.

https://www.laromedelsforfattarna.se/ratten-till-laromedel/

#### HUR SKA **DEANNARS** LARA SIG?

Vårdnadshavare och elever om läromedlens betydelse i svensk skola





# A working text book market

- Regulations, i.e. student's right to textbooks
- Funding (with special provisions for small subjects and students with special needs)
- On a market quality of textbooks is achieved by informed choices and pluralism of textbooks
- Don't forget the knowledge dimension: research on text book design and use

#### Sweden

- Regulations (now in place again)
- Budgets at schools (a problematic issue due to decentralisation)
- Quality of textbooks (upheld by teacher choice in printed materials)
- Development of textbooks (weak point in Sweden, currently nearly only by authors and publishers)
- Research on text book design and use (weak)

# My recommendations

- Regulate pupils' right to textboks and secure teacher autonomy
- Have a budgetary standard
- Quality of textbooks can be achieved by the market if: (!)
  - of textbooks
  - Support for special needs and small subjects.

• There are resources for development of and research on the design and use

• Remember: education is a societal responsibility, not a business model, i.e. use market mechanisms if and where it is profitable for the classrooms and students.

A few words about digital/ analogue and the constant mirage of individual learning

These technologies, ..., had the potential to revolutionize instruction in our schools. [It] could be used to put the nation's very best teachers in front of every student.

With such resources available, ordinary teachers would no longer have to simply deliver unadorned lectures, but could instead provide powerful visualizations of all sort of phenomena and, at the same time, meet the needs of individual children and small groups in a way that had never before been possible.

Marc S. Tucker om hur man beskrev 16 och 18 mm film på 1950-talet. https:// ncee.org/quick-read/tuckers-lens-technology-in-the-classroom-savior-or-bust/

# What is the fallacy?

- Technology enhances nearly everything
- But does it always enhance learning?

verything arning?

- Frequent use of self-directed teaching practices or digital learning materials at school were associated with students' weaker learning outcomes in several knowledge domains. Instead, frequent teacher-directed practices were related to students' higher learning outcomes.
- Moreover, frequent use of self-directed teaching practices or digital learning materials had more negative impact on students' learning outcomes in students with (vs. without) risky background.
- 5 000 Finish student's in two PISA rounds.

#### https://helda.helsinki.fi/handle/10138/320436

#### Finnish research

Aino Saarinen, Snart trippeldoktor,

#### Index of teacher-directed instruction

Factors associated with Science performance

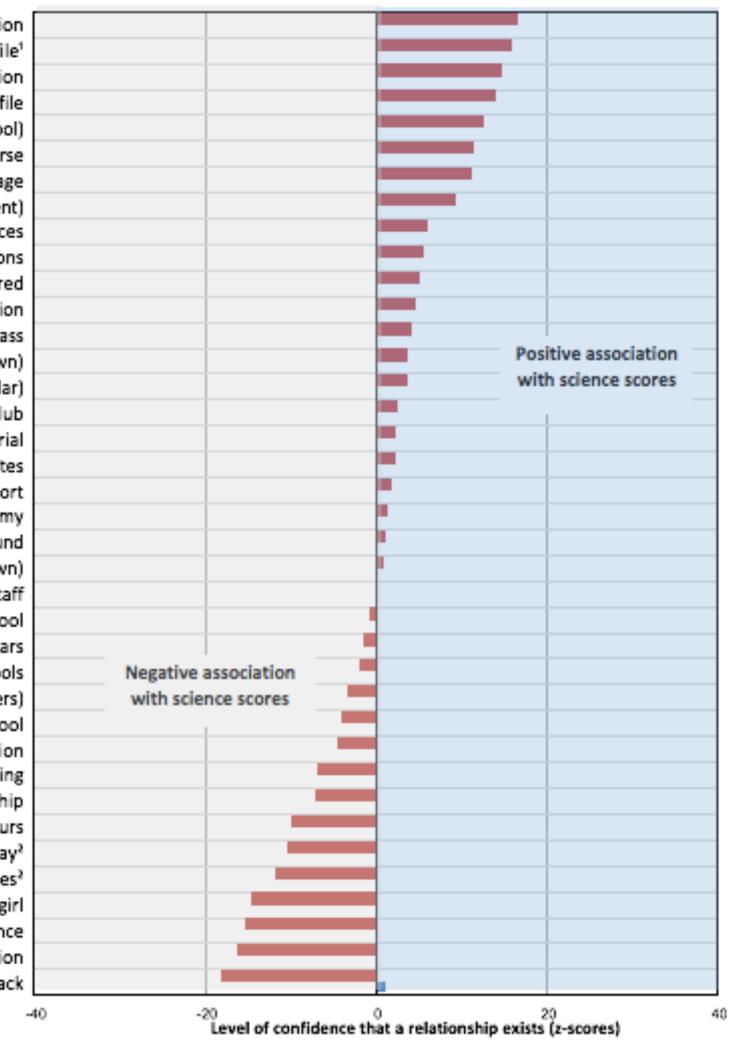
Multilevel regression models of education systems, schools and students

Index of teacher-directed instruction Student's socio-economic profile<sup>1</sup> Index of adaptive instruction School's socio-economic profile x of disciplinary climate in science lessons (school) Student is required to attend at least one science course Student speaks at home the test language Index of disciplinary climate in science lessons (student) Index of science-specific resources School offers science competitions Student's socio-economic profile, squared Number of students in language-of-instruction class School is located in a city (ref: town) School offers a science club Index of shortage of educational material Total time per week in regular lessons, minutes Index of teacher support Index of school autonomy Student has no immigrant background School is located in a rural area (ref: town) Index of shortage of education staff External evaluations exist at the school Pre-primary attendance, years Ability grouping within schools Student attends a private school Residence considered for school admission Index of student behaviour hindering learning Index of educational leadership After-school study time<sup>3</sup>, hours Student skipped a school day<sup>2</sup> Student arrived late for classes<sup>2</sup> Student is a girl Student had repeated a grade at least once Index of enquiry-based instruction Index of perceived feedback

Previous academic performance considered for school admission Student is enrolled in a general programme (ref: vocational/modular) Participation in professional development (% school teachers)

Index of enquiry-based instruction





All countries and economies

One interpretation of all this is that building deep, conceptual understanding and higher-order thinking requires intensive teacher-student interactions, and technology sometimes distracts from this valuable human engagement.

(OECD 2015 s. 3)

https://www.oecd-ilibrary.org/docserver/9789264239555-en.pdf? expires=1706521447&id=id&accname=guest&checksum=88C823C3A6911DE3529DEA794BA8CD6B

Don't be too zealous in digitization.

The current political development in Sweden now is to protect the printed textbook doe to a backlash on digitalization



### Thanks

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