

Who am I?

- Per Kornhall, per@kornhall.net
- 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



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



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

tim.oates@cambridge.org

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.

HUR SKA DE ANNARS LÄRA 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 textbooks and secure teacher autonomy
- Have a budgetary standard
- Quality of textbooks can be achieved by the market if: (!)
 - There are resources for development of and research on the design and use of textbooks
 - Support for special needs and small subjects.
- 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?

Finnish research

- 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.

Aino Saarinen, Smart trippeldoktor,.

<https://helda.helsinki.fi/handle/10138/320436>

Index of teacher-directed instruction

Factors associated with Science performance

Multilevel regression models of education systems, schools and students

Index of enquiry-based instruction



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)

Don't be too zealous in digitization.

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

Thanks

per@kornhall.se