2007 年第九屆「國際教科書與教育媒體研究學會」學術研討會，主題為「教科書與教育媒體中之和平、民主化與和解」，其下分四個子題：「教科書與教育媒體之間的平衡」、「教科書與教育媒體的使用」、「教科書與教育媒體之審查、選用和語言政策」、「教科書與教育媒體中的文本與圖像」。論文集收錄三篇專題演講論文、四篇研究方法論文以及分屬四個子題的廿二篇論文。

專題演講論文

斯德哥爾摩大學教授 Staffan Selander 博士在其「當代學習資源中的"民主"教材設計」一文中，提出從設計理論的觀點來看，「學習」做為民主化的工具，研究者需注意到學習活動是一連串訊息"序列"，以及訊息"轉化"後的"代表性"：學習材料是將知識資源排序；執行學習活動是依序進行一項一項學習作業；而學習者序列化自身的學習路徑。由此，Selander 博士建立一個"學習設計序列"模型。另一方面，他也強調學習並非僅是機械化的歷程，還必須深層了解"序列"所創造的意義與建構的認同差異性。

Selander 透過以下幾點探討教學情境中的"序列"：在學校場域中以及教材教法文本中的民主議題；民主做為一種程序或是一種結構；民主的定義；為學習之學習設計；教材教法文本的多模型設計；後設認知層次的文本；學習設計序列。

任教於加拿大魁北克省協同大學(Concordia University)的 Muhammad Ayaz Naseem 博士在其「戰爭的文本/和平的文本：在教科書與教育媒體中解構暴力與重建和平」一文中指出，人心既是戰爭與和平產出的同一根源，去除爭鬥的心，即可建立和平的心。Naseem 首先以「國家做為場域」的角度略陳教科書研究的大致分類：避免衝突與尋求社會公平正義；國與國之間關係或著眼國內衝突。他以巴勒斯坦教科書、課程和教育媒體中有關軍國主義和戰爭論述，舉巴勒斯坦-以色列衝突為例，探討暴力的教育論述如何進入青年學子內心。繼以資訊科技-網路作為教育媒體為例，討論和平思想藉此媒體建構的實例。

Naseem 文中特以相當篇幅討論"他者"這個觀念，援引女性主義的觀點看二元對立，解釋國家認同之"自我"與"他者"的固化意義。在"公民意識軍國主義化"次標

題下，他舉出巴基斯坦教科書文本中的大論述，證明教育文本實為印巴兩國間衝突根深蒂固的始作俑者。另一方面，Naseem 發現網路空間建構了和平思想萌生的契機，Chowk.com 提供印巴兩國人民自由討論的平台，不同的意識形態在此激盪轉化出各種新的意義。雖然這個影響逐漸在擴大，但是由於印巴兩國的資訊基礎建設並不普及，大部分人民資訊近用仍十分有限，和平教育推展仍有長路待行。
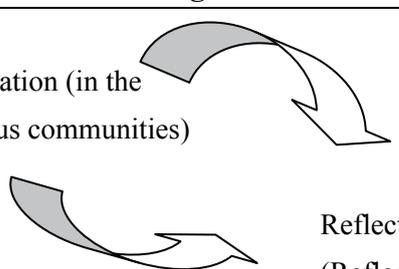

挪威科學與科技大學(Norwegian University of Science and Technology)教授 Svein Lorentzen 博士在其「戰爭、和平與國籍：挪威歷史教科書如何運用戰爭與和平建構國家認同之改變」一文中，回溯挪威歷史脈絡長達二百年，Lorentzen 從國家建構歷程理出一個觀點：戰爭議題有其存在的必要，以做為和平論述不可或缺的對照文本。

該論文從歷史角度述說挪威如何創造國家認同：二百年間戰爭與和平交替前進的過程中國家逐漸成型，其間的歷史人物(國王和戰士)成為國家認同的符號；1960年代之後進入"後"國家塑型時期，挪威以國際間衝突協調者、聯合國及其他重要國際組織經濟支持者之形象出現在教科書中。

Lorentzen 亦指出從其研究發現挪威教科書尚有一問題未獲解答：如果國家塑型還有下一步，當國家認同重要性不如以往，獻身國際和平超越國家疆界意識，目前益形多元人種的挪威社會將有甚麼樣的國家認同？又，甚麼樣的國家認同(單數或複數)會受到歡迎？課程和教科書中幾乎沒有給答案。只能說，從文本發現，多種族、多文化和多元宗教是被鼓勵的。歐盟的崛起似乎使得國家認同不再必要，高張的國際主義助長了新的國家認同，或許時間會說明這點是削弱了國家認同，還是改變了國家認同。

研究方法論文

兩位作者分別任教於立陶宛 Šiauliai University 和 Vytautas Magnus University,「反思工具對於公民意識發展的影響」

Stage 1	Stage 2	Stage 3
Preparation (Presentation of the course materials; the main ideas; participation strategy)	Participation (in the Religious communities) Reflection (Reflective seminars,	Feedback (Reflective essays, interviews)

文中對於反思實踐的理論分類,與作為研究工具的使用方式:

Types of reflective practice

Type of reflective practice	Category	Examples of students' thoughts and opinions (the interview)
Reflective journals	Help to develop ideas	—Writing journals was very useful because it helped to express and develop the ideas.
	Allow emotional discharge	—Writing journals is a way to slop over in the first place. It gives a relief after you write down everything that is in your heart.
	Give a possibility to follow dynamics of own emotions, feelings, attitudes	—It will be useful in the future. I will always be able to follow the dynamics of my feelings. I believe that one month later it will be very interesting for me to read what I am writing now. When I read the very first entry, it was so interesting to see the emotions I experienced at the beginning.
	Influence students' attendance in the community	—We asked to let us come to the community one more time just because of journal. Because we had to complete all the journal entries.
	Are a good aid for the essay	—It helps when you write the essay.
	Have information residual value	—Journal writing was very useful. When you come home and write everything, you remember everything better. I suppose that if I don't write everything down, I will forget many things later. I keep all the copies of my journal entries. I think that it will be very interesting for me to read some day.
	Encourage deliberate participation	—When you come, time flows very quickly, and you notice that it is already the time to go, but you wish to stay, to see, to experience, to know something more because you will have to write a journal.
Reflective essays	Encourage to be active searching for the information	—When I was writing an essay I met the members of the community one more time, because I had extra questions.
	Help to relate theory and practice, to systematize knowledge	—The final essay makes us read scientific literature, secular literature, feminist literature, for example. In the final essay it is necessary to generalize and to confirm your knowledge.

任教於西印地大學的 Jeniffer Mohammed 博士在其「學習經驗與學習材料：文本互聯性」一文中，分析聚焦於三個面相：

❖　The *social* refers to social life – how different persons or groups perceive or experience some thing or issue, and how that compares with others, for example in the community, or at the level of the nation and beyond. It is essentially a relational experience.

❖　*Interdisciplinarity* is often interpreted as multidisciplinarity or seen in the efforts by teachers to integrate disciplinary knowledge (Hinde, 2005, Klein, 2006). Less often is there an appreciation that *interdisciplinarity is brought by the students via their own experiences.*

❖　*Student experiences* are evident through the relationship that a writer adopts with users of the text.

建構社會科文本的相關議題：

(1) *Interpreting a syllabus*. For other disciplines it may be just a straight forward matter of treating with the content outlined but for the social studies *the content itself* needs to be deconstructed as a preliminary task in writing a text.

(2) *Managing the dilemma*. Covering' the content *and* engaging with the social has to be an explicit goal for writers through:
• inclusion of how others or other groups are experiencing something e.g. citizenship
• relating to individual, group, community, national, regional and, global levels e.g. co-operation
• relating to the past, present and future e.g. settlements and change • using a variety of places to show differences and commonalities e.g. culture, customs, dress
• trying to show many different sides of some issue e.g. crime, technology.

(3) *Interweaving teaching, learning and testing*. Traditional (mainly behaviourist) views on learning separate exposition from assessment. Texts mirror this assumption by introducing innovative activities, questions and exercises as *separate tasks*. Each chapter is systematically designed around exposition materials punctuated by a medley of tests and tasks, and this gives the book a structure and coherent feel. More constructivist views about learning however do not compartmentalize learning and assessment seeing it as one process; to design such

materials however would be breaking new ground for textbook writers.

(4) *Developing an authentic relationship between text and users:*
• student-centredness makes the curriculum interdisciplinary. In reflecting on their experiences students draw on everyday knowledge and in so doing span a range of disciplines without necessarily being able to say that the pollution of the river nearby is due to a combination of factors that could be studied as geography, history, sociology, culture, or biology.
• student-centredness allows the writers to make connections with users. If writers see their role as filling a void in students then the materials will not acknowledge users as genuine social beings with some knowledge or experience to share but as people who have to cover' some material for a test.

任教於挪威 Vestfold University College 的兩位作者在其「漫步沉思於理論情境：讀者反應理論之於教育文本研究之可用性」一文中，簡述該理論並說明其與內容分析取向不同處。以下為文章重點節錄：

During the last decades of the 20th century reader-response theories were introduced and discussed in much of the research of literature and media. The theories were inspired by different epistemological positions such as semiotics (Eco 1979, Riffaterre 1978), phenomenology (Iser 1974, 1976, Jauβ 1982) and post-structuralism (Fish 1980, Felman 1982 [1977]). Most of the theories were introduced as literary theories, and transferred to media studies. In literary pedagogy and media pedagogy the theories were related to professional readers, i.e. readers connected with the curriculum subjects.

The reader-response theories were opposed to a content-oriented analysis, which focused on texts and pictures. The theories have more or less tried to combine text, reader and context. Some theories were regarded useful, due to the awareness of the interaction between the text and the reader and thus focusing on the reader positions in the text. Other theories were to a greater extent focusing on the readers meeting the text as individuals and as subjects in a context of interpretive communities. The step from the readers' meeting the text in the interpretive communities into to the world outside the classroom was an attempt to integrate the political and ideological discourses of cultural practices (Corcoran 1994). Discourse theory was regarded as useful in order to shed light upon the interconnections and interplays of texts in changing cultural contexts.

This article reflects on the use of the different reader-response theories in analyzing

educational texts, textbooks for schools and educational media. The aim is to present the various theories by showing in different ways how they can inspire reading and usage of educational texts. The third and fourth sections concentrate on two of the most well-known theorists of reader-response theory – Umberto Eco and Wolfgang Iser – in order to reflect on how to use these theories in an analysis of educational texts. In the fifth section radical readings are presented as ways of deconstructing educational texts.

任教於中央昆士蘭大學的 Jeniffer Mohammed 博士在其「探索強勢經濟力：教科書競爭與品質評斷—以澳洲傑出出版獎為例」一文中，以訪談法討論出版獎的優缺點和其影響。

澳洲傑出出版獎評斷標準：

Judging criteria (1994)

1. importance of the market
2. clarity of writing
3. pedagogical underpinning and implications
4. nature and quality of the supporting illustrations
5. appropriateness of page layout and design
6. representation of the discipline
7. publishing contribution of the publication to the discipline
8. quality of the subject matter
9. innovation and flair.

作者對教科書市場之經濟活動的觀察：

Economics of Publishing in Australia

Major changes have taken place in the economics of Australian educational publishing, congruent with privatisation, deregulation and reduced industry assistance world wide in all industries. Australian education publishing specifically adjusted to:

• The general reduction in tariffs and assistance taking place in the international and domestic economy;

• Reduction in copyright protection through the approval of parallel imports and the introduction of the thirty day rule;

• Cessation of book subsidies and the introduction of a goods and services tax.

附錄：專題演講作者簡歷

Staffan Selander, PhD and professor in "Learning designs and knowledge formations" ("Didaktik") at Stockholm University. Selander's research entails hermeneutics, the interpretation and use of texts, and multimodal designs of texts and other artefacts for learning.

Muhammad Ayaz Naseem, PhD and professor in education in Concordia University. His research interests include feminist theory and philosophy, peace education, education in diverse societies, post-structuralism, qualitative methodologies and democratic and citizenship education.

Svein Lorentzen, professor in Norwegian University of Science and Technology. He conducts the Programme for Teacher Education which is responsible for teacher training. The activities are divided into three main areas: Teacher Education、Higher Education and The University's Resource Centre for Education in Mathematics, Science and Technology.