

**IARTEM Conference at the University of Opole, Poland**  
**Venue: Collegium Maius, Pl. Kopernika 11**  
**22-25 September 2026**

**Tuesday, 22 September 2026**

**14:00–19:00 – PhD Day, Room 205**

**Wednesday, 23 September 2026**

**11:00–11:45 Reception of participants**

**12:00–12:30 Opening of the conference, Aula 301**

**12:30 Commemorative tribute to the late IARTEM President *Éric BRUILLARD*, Aula 301**

**13:30–14:30 Plenary session, Aula 301**

*Beyond Representation: How Educational Materials Shape Diversity, Identity, and Democratic Citizenship*  
*Insights from Contemporary Swedish School Textbooks for a Global Society*, Marzanna POGORZELSKA, University of Opole

**14:30–15:30 Lunch break**

**15:30–16:00 Poster presentations**

1. Lenka MAIEROVA, *Interactive Textbooks and Teachers*
2. Eduardo NADALIN, *Reading-Based Materials Design for Polish as a Foreign Language in Brazil: From Theory to Classroom Practice*
3. Simone Regina CARTAXO MANOSSO, *School Manuals, Literacy Practices and Curriculum Regulations: Narrative Perspectives from Brazil*

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| 4. Fernanda Emirena CANO VELOSO, <i>Developing Intercultural Materials for Multilingual Classrooms: A Decolonial and Multimodal Approach in Spanish Language Teaching</i> |                                                                                                                                                                                  |                                                                                                                                                                                                                                                            |
| 5. Dan WANG, <i>Exam-Oriented Educational Media in Junior Secondary Music Education in China</i>                                                                          |                                                                                                                                                                                  |                                                                                                                                                                                                                                                            |
| <b>16:00–18:30 Presentation sessions</b>                                                                                                                                  |                                                                                                                                                                                  |                                                                                                                                                                                                                                                            |
| Session 1 Room 205<br><b>Between Curriculum and Textbooks: Policies, Practices, and Knowledge Formation</b>                                                               | Session 2 Room 206<br><b>Diversity and Representation in Classrooms and Educational Materials</b>                                                                                | Session 3 Room 207<br><b>ONLINE SESSION</b>                                                                                                                                                                                                                |
| 1. Denébola ÁLVAREZ-SEOANE, <i>Textbook Regulation, Production, Selection and Use across Spanish-speaking Countries: A Comparative Analysis</i>                           | 1. Danielle POUCKET, <i>Fighting Inequality and Failure in Higher Education: The Role of a Methodology Handbook in Developing Academic Skills — A Study in Nursing Education</i> | 1. Alessandra ANICHINI, Lidia PANTALEO, Laura PARIGI, <i>Cultural Diversity Across Curriculum and Textbooks: Preliminary Findings from a Qualitative Content Analysis in Italian Primary Education</i>                                                     |
| 2. Cetin ÖNDER, <i>Beyond the Official Curriculum: Teacher Agency and Local Adaptation in Turkish Heritage Language Education in Germany</i>                              | 2. Nikol PORUBOVÁ, Zuzana SIKOROVÁ, Iva ČERVENKOVÁ, <i>Learning Materials in the Context of Inclusive Education at Lower-Secondary Schools in English and Science Education</i>  | 2. Vidar FAGERHEIM KALSÅS, Marta Magdalena STACHURSKA-KOUNTA, Silke REEPLOEG, Naja BERG HOUGAARD, Tanja KOHVAKKA, Kenneth NORDGREN, <i>Colonial Pasts or Colonial Ignorance? Colonialization of Kalaallit Nunaat and Sápmi in Nordic History Textbooks</i> |
| 3. Henriette LENLER, <i>Teaching Materials as Circulation: Didactic Decision Making in Vocational Education</i>                                                           | 3. Anne-Beathe MORTENSEN-BUAN, Kari NORDBERG, <i>Learning Design for Diverse Voices: Using Learning Materials on a Controversial Issue in Lower Secondary School</i>             | 3. Nico SCHLÖSSER, <i>Discursive Plurality in a Textbook Series for German as a Foreign Language – and how to Work with Critical Textbook Literacy in the Foreign Language Classroom</i>                                                                   |
| 4. Stig Toke GISSEL, <i>Typology of Resources that Can Be Used for Learning or Teaching</i>                                                                               | 4. Ana RODRÍGUEZ GUIMERÁNS, Clara MARTÍNEZ DELGADO, María Montserrat CASTRO RODRÍGUEZ, <i>Diversity in Children's</i>                                                            | 4. Quentin ANCAROLA, <i>Considering Learners' Cognitive Profiles in the Co-</i>                                                                                                                                                                            |

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|                                                                                                                                              | <i>Storybooks: A Discourse Analysis of Diversity in Contemporary Children's Literature</i>                                                                              | <i>Design of an Adaptive 3D Learning Tool for Functional Anatomy Education</i>                                                                              |
| 5. Ingrid MAYEUR, Elsa POURPARDIN, <i>Research-Informed Learning: The Integration of Content From The Conversation France Into Textbooks</i> | 5. Eva BORDIN, Mareike FUHLROTT, <i>From the Triple Complexity Framework to Chatbot Design: Supporting Diverse Learners' Engagement with Complex Learning Materials</i> | 5. Chloé BENOIT-LAFARGE, <i>From an Ordinary Object to a Classroom Instrument: Collective Construction of Meaning around a Hygrometer in Primary School</i> |
| <b>19:30 Conference dinner</b> (Szara Willa restaurant, Oleska 11, 45-052 Opole)                                                             |                                                                                                                                                                         |                                                                                                                                                             |

## Thursday, 24 September 2026

### 09:00–11:00 Presentation sessions

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| Session 1 Room 205<br><b>Identity, Diversity and Inclusive Educational Materials</b>                                                                                                       | Session 2 Room 206<br><b>AI and the Future of Educational Materials</b>                                                                                                  |
| 1. Han-Yu LI, <i>Indigenous Representation in Taiwan's High School History Textbooks: A Decolonial and Social Justice Perspective</i>                                                      | 1. Andriana ELGA, <i>From Accommodation to Co-Creation: Photovoice and AI-Generated Visual Methods for Neurodiversity-Inclusive Higher Education</i>                     |
| 2. Yuleth CHIGWEDERE, Maudy MPEZENI, <i>Centring African Identities and Epistemologies in English Language Textbooks for Primary School Learners: Toward Decolonized Literacy Practice</i> | 2. Florence MICHAUX-COLIN, <i>"Staying in the Game": Undertaking Professional Training in Response of the Emergence of Generative Artificial Intelligence in School?</i> |
| 3. Céline CAMUSSON, <i>Accessibility of Instructional Materials and Cognitive Demands: Tensions and Teaching Practices in Inclusive Schooling</i>                                          | 3. Miloš MAKOVSKÝ, Dagmar MYŠÁKOVÁ, <i>Designed for Creativity? Analysing Digital Teaching Resources for AI-Integrated Art Education</i>                                 |
| 4. Anja GRAABRÆK STENSHOLT, <i>Preserving Linguistic Diversity through Neighbouring Language Didactics</i>                                                                                 | 4. Patrik SLEZÁK, <i>Mastering the Prompt: Secondary School Teachers' Perspectives on Designing Learning Materials with AI</i>                                           |
| <b>11:00–11:30 Coffee break</b>                                                                                                                                                            |                                                                                                                                                                          |

### 11:30–14:00 Presentation sessions

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| Session 1 Room 205<br><b>Digital Educational Resources: Design, Use and Future Perspectives</b>                                                                                                                                  | Session 2 Room 206<br><b>History, Citizenship and Contested Narratives in Educational Materials</b>                                                                                                                                            |
| 1. Ingrid MAYEUR, <i>Public Service Audiovisual Archives as Learning Materials through Platform Remediation. A Case Study in Media Education (French-Speaking Belgium)</i>                                                       | 1. Patricia DIGÓN, Rosa María MÉNDEZ, José Miguel SAMANIEGO, María Dolores COTELO, <i>An Analysis of the Presence and Treatment of Global Citizenship Education in Social Sciences Textbooks for Primary Education in Spain</i>                |
| 2. Ana RODRÍGUEZ-GUIMERÁNS, Jesús RODRÍGUEZ-RODRÍGUEZ, Sebastián MARTÍN-GÓMEZ, Pablo GAYO-PÉREZ, <i>Digital Teaching Materials in Compulsory Secondary Education in Spain: Main Findings from the secundari@.digit@l Project</i> | 2. Hildegunn JUULSGAARD JOHANNESSEN, <i>Being Moved in the Encounter with the Incomprehensible – Students' Engagement with Difficult and Sensitive Knowledge in Relation to Auschwitz-Birkenau as a Memorial Site and Educational Resource</i> |

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| 3. Karel STARÝ, Jana STARÁ, <i>The Use of Digital Interactive Textbooks in Higher Education</i>                                                                                                                                                           | 3. Angerd EILARD, <i>The Construction of NATO in Swedish Textbooks and Teaching Media</i>                                                                                                                                       |
| 4. Julie WASILEWSKI, <i>Differentiated Appropriation of Digital Resources in a Finance Micro-Credential: Three Learner Profiles</i>                                                                                                                       | 4. Karolína DUNDÁLKOVÁ, <i>Representing Recent History in Textbooks: A Case of Textbook Controversy in the Czech Republic</i>                                                                                                   |
| 5. Lene ILLUM, Dorthe CARLSEN, <i>Organising Literature Discussions in Digital Teaching and learnings Materials for Danish Language Education – Between Curriculum Renewal and Dialogic Teaching</i>                                                      | 5. Akira NINOMIYA, <i>Delphi Study on "Textbooks of the Future" in the Post-Digital Era</i>                                                                                                                                     |
| <b>14:00–15:00 Lunch break</b>                                                                                                                                                                                                                            |                                                                                                                                                                                                                                 |
| <b>15:00–16:00 Plenary session</b> , Aula 301<br><i>Designing educational materials for multilingual and intercultural frontline communication: the CLEAR Model</i> ,<br>Monika TOSIK, University of Lodz                                                 |                                                                                                                                                                                                                                 |
| <b>16:00–18:30 Presentation sessions</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                 |
| Session 1 Room 205<br><b>Designing and Evaluating Educational Materials for STEM Learning</b>                                                                                                                                                             | Session 2 Room 206<br><b>ONLINE SESSION</b>                                                                                                                                                                                     |
| 1. Denébola ÁLVAREZ-SEOANE, Pablo GAYO-PÉREZ, Ana RODRÍGUEZ-GUIMERANS, <i>GeoGebra as a Pedagogical and Authoring Tool in Secondary Mathematics Education: A Case Study of Digital Practices</i>                                                          | 1. Ana-Maria BRICIU, Adela CHINDRIȘ, Grigoreta COJOCAR, Adriana GURAN, Vladila PETRAȘCU, Roxana ROGOBETE, <i>Adapting Fables for Dyslexic Learners: A Corpus-Based Analysis of Romanian Textbooks and LLMs-Simplified Texts</i> |
| 2. Yi-An CHO, <i>An Analysis of Knowledge Types in Mathematics Textbook Questions: Evidence from Six Versions of Grade 10 Textbooks in Taiwan</i>                                                                                                         | 2. Yuki NAKAZONO, <i>West German Demand for GDR Educational Materials: The Correspondence of the Schoolbook Publisher Volk und Wissen, 1969–1973</i>                                                                            |
| 3. Yuta SASAKI, Rei MIYATA, Takeshi ABEKAWA, Kyo KAGEURA, <i>Developing and Applying a Systematic Classification Framework for Visual Representations in Textbooks: An Exploratory Analysis of Japanese Primary and Lower Secondary Science Textbooks</i> | 3. Shruti SHESHADRI, <i>From Skills to Sociocultural Practice: A Continuum-Based Rubric for Analyzing Language Arts Textbooks</i>                                                                                               |

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| 4. Pai-Hsing WU, <i>How Disciplinary Culture Shapes High School Science Teachers' Beliefs on Textbook Assessments and Visual Representations</i>                                                                              | 4. Flávio MEDINA DE OLIVEIRA, <i>Textbooks as Formative Devices: Teacher-Made Materials and Critical Development in Japanese Language Teacher Education</i>                              |
| 5. Magali ROUMY-AKUE, Magali LOFFREDA, Pascale KUMMER-HANNOUN, <i>For an Open, Inclusive and Empowering Documentation and Information Center: Co-designing a “Signage Constellation” as a Didactic Agent in an Agrocampus</i> | 5. Satsuki NAGURA, Kyo KAGEURA, <i>Characteristics of logical inference at the transition to higher education: An analysis of arguments in Japanese university entrance examinations</i> |

## Friday, 25 September 2026

### 09:00–11:30 Presentation sessions

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| <p>Session 1 Room 205</p> <p><b>Teacher Professional Learning and the Design of Educational Materials</b></p>                                    | <p>Session 2 Room 206</p> <p><b>Educational Resources: Innovation, Research and Practice</b></p>                                                                                              |
| 1. Petr KNECHT, Iva ČERVENKOVÁ, <i>Pre-service Teachers' Readiness to Develop Key Competencies in Lesson Planning</i>                            | 1. Sean McCUSKER, <i>Clowns, Bricks and Data: A Playful Pedagogy for Designing Inclusive Educational Media</i>                                                                                |
| 2. Stig TOKE GISSEL, <i>Effects of an Applicable Educative Teacher Guide</i>                                                                     | 2. Danielle POUGNET, <i>From Textbook to Active Mediator: The Transformation of the Handbook in Hybrid Learning Environments in Nursing Education</i>                                         |
| 3. Ronny JOHANSEN, <i>Small-scale Learning Material – Teachers Adding to the Diversity of Learning Resources</i>                                 | 3. Dorthe CARLSEN, Jens Jørgen HANSEN, <i>Danish at the Final Examination: A Subject-Didactic Analysis of Examination-Preparatory Teaching Materials at the End of Lower Secondary School</i> |
| 4. DAHL Christoffer, Jonas ASKLUND, <i>Free of Charge Entrepreneurship in Literature Teaching Material</i>                                       | 4. Dorthe CARLSEN, Jens Jørgen HANSEN, <i>Danish at the Final Examination: A Subject-Didactic Analysis of Examination-Preparatory Teaching Materials at the End of Lower Secondary School</i> |
| 5. Ove BERGERSEN, Anne Kristine SOLBERG RUNESTAD, <i>Early Childhood Teacher Education, Diversity, Cultural Sensitivity, Case-based Learning</i> | 5. Denébola ÁLVAREZ-SEOANE, <i>Local Themes and Community Orientation in Municipal Teaching Materials: Integrating Local Knowledge, Traditions, and Narratives in A Coruña (Spain)</i>        |
| <b>11:30–12:00 Coffee break</b>                                                                                                                  |                                                                                                                                                                                               |
| <b>12:00–13:00 Closing ceremony</b>                                                                                                              |                                                                                                                                                                                               |
| <b>13:00 IARTEM General Assembly (<i>hybrid</i> meeting for all IARTEM members via Zoom)</b>                                                     |                                                                                                                                                                                               |