

# **SYMPOSIUM: THE QUALITY OF PRINT AND DIGITAL CURRICULUM RESOURCES**

## **CALL FOR CONTRIBUTIONS**

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Printed curriculum resources (CR) such as textbooks are considered to be major influences on classroom practice and students' learning of mathematics. As the potentially implemented curriculum, they put policy into practice by translating goals and performance expectations in official curricula and standards into opportunities to learn to be used in the classroom (Valverde et al., 2002). From a governance perspective, textbooks are important instruments for steering education (Schmidt & Prawat, 2006). Therefore, textbooks must be officially approved by the government in many countries or states (Wilkins, 2011). However, they are also conveyers of the hidden curriculum, that is, the norms, values, and beliefs conveyed in both the classroom and social environment that students learn unintended in schools (Pinto, 2007).

Due to their special role in the educational system, their contents, structure, use, effects, and nature (in particular, the move from print to digital), CR have long been the subject of research (Fan et al., 2013; Rezat, 2024). This research has contributed to a very differentiated view of CR and aspects that influence their use. However, there seems to be no shared clear vision of the quality of print and digital CRs. In terms of textbooks, this is mirrored in the multitudes of different catalogs with textbook evaluation criteria.

This symposium aims to surface dimensions of the quality of print and digital CR taken up in research to develop a clearer vision of the quality of textbooks and CR, the factors that influence and contribute to it, and how the quality of textbooks and CR can be investigated. Curriculum resources can vary in nature, but their distinguishing feature is that they are structured according to a sequence of curriculum content. Therefore, we invite papers relating to the following questions:

1. How can the quality of print and digital CR be conceptualized, operationalized, and measured? This also includes how quality features are related to the use of curriculum resources.
2. What factors and features are related to the quality of print and digital CR?
3. How do print and digital CR' quality influence teachers' knowledge, students' learning, and classroom practice?

4. How is the quality of print and digital CR to be used in mathematics classrooms governed in different educational systems around the world?
5. What does “the quality of digital CR” mean, and how does it differ from the notion of “quality of printed CR”?
6. What are students’/teachers’/authors’ beliefs and visions on the quality of print and digital CR?
7. What features of quality are more generic in nature, and which features seem to be more context-specific?

Contributions to the symposiums are welcome. Please send a proposal comprising a title and an abstract of approx. one page in the conference template by 15<sup>th</sup> of October 2024 to [sebastian.rezat@uni-paderborn.de](mailto:sebastian.rezat@uni-paderborn.de).

## References

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