



# Content Analysis of Czech History Textbooks with Regards to the European Dimension in Education

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The European dimension (further referred to as ED) in education and Education towards Europeanism belong to substantial pedagogical topics and challenges for the school practice. The question of the ED in education has been raised for many years by both the European Union and the Council of Europe. In the Czech Republic, the European dimension has played an increasingly important role in the Czech educational system since the last decade of the 20th century. This poster is focused on the issues of the ED as a particular didactic phenomenon in the Czech history curricula and presents selected results of authors' dissertation pre-research.

## Introduction

The pre-research presented in this poster thematically reflects a need to deal with a concept of the ED in education. In particular the author focus on representation of the topic of the ED in expository text in Czech history textbooks for the 9th grade of lower-secondary school.

## Theoretical Background

From the theoretical point of view the ED in education represents a concept concerning the value education and development of the European identity, i.e. the awareness of belonging to Europe. The ED is understood as a process of cultivation in relation to Europe and revelation its values (see Shennan, 1991, p. 27).

## Aim of the Pre-research

- to create a system of categories for assessment of the integration of the ED in history textbooks;
- to validate the research instrument, i.e. the system of categories, from the inter-coder reliability point of view;
- to analyse the pre-research sample of textbooks.

## Research Instrument

➤ In our research we use the method of quantitative content analysis which is based on the application of the system of categories as a research instrument.

Category Name	Subcategory Name	Category label
Concepts of Europe	Europe as a Whole	E1
	Europe of the two power blocs	E2
	Europe as an Concept for the Future	E3
European Idea	Common Heritage	EI1
	Common Values	EI2
	Common Interests and Aims	EI3
	Common Problems	EI4
European Integration till the EU's establishment	European Ideas about Integration in history Perspective	ES1
	European Integration till 1945	ES2
	European Integration since 1946	ES3
	Politics-economics aspects of integration	ES4
	Security aspects of integration	ES5
	Integration of the Central and East Europe	ES6
EU	Policy	EU1
	Institutions	EU2
	Position of the Czech Republic	EU3
	Changing Position	EU4
	Enlargement	EU5
	Challenges	EU6

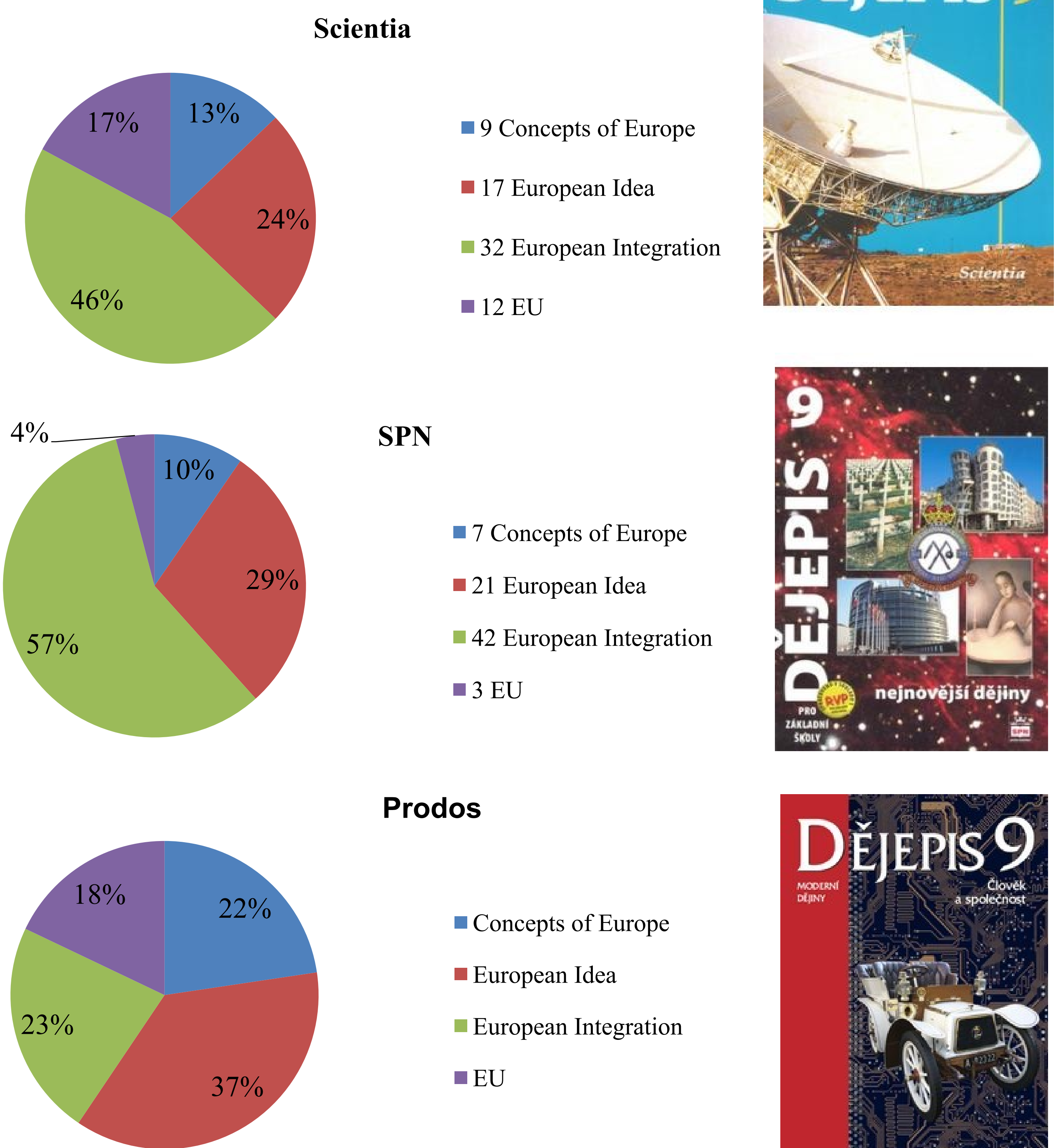
Tab. 1 The system of categories for assessment of the integration of the ED in history textbooks

## Pre-research Sample

Czech history textbook for the 9th grade of lower-secondary school:

- Burešová, J. *Dějepis 9 - nejnovější dějiny*. [History 9 – Modern History]. Praha: Prodos, 2000.
- Čapka, F. *Dějepis 9 (od roku 1918 do současnosti)*. [History 9 (since 1918 to the Present)]. Praha: Scientia, 2007.
- Kuklík, J.; Kocian, J. *Dějepis: nejnovější dějiny*. [History: Modern History]. Praha: SPN, 2000.

## Results of the Pre-research



Tab. 2 The graphs depicting percentage representation of the ED in selected textbooks

It arises from the analysis of outcomes that the highest frequency of our observed categories has European integration in the Scientia and SPN textbooks. In Prodos textbook is given rather little space to the European integration and more space to European Idea. This finding corresponds with the scope of curriculum for the 9th grades of lower secondary school. All analysed textbooks don't give much explanation what Europe means (see category – Concepts of Europe). As it has been expected, the textbooks don't stress the theme European union, which can be caused by the earlier year of production (2000 or 2007).

## References

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- Shennan, M. (1991). *Teaching about Europe*. Strasbourg: Council of Europe Publishing.

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