



Educational Media Online

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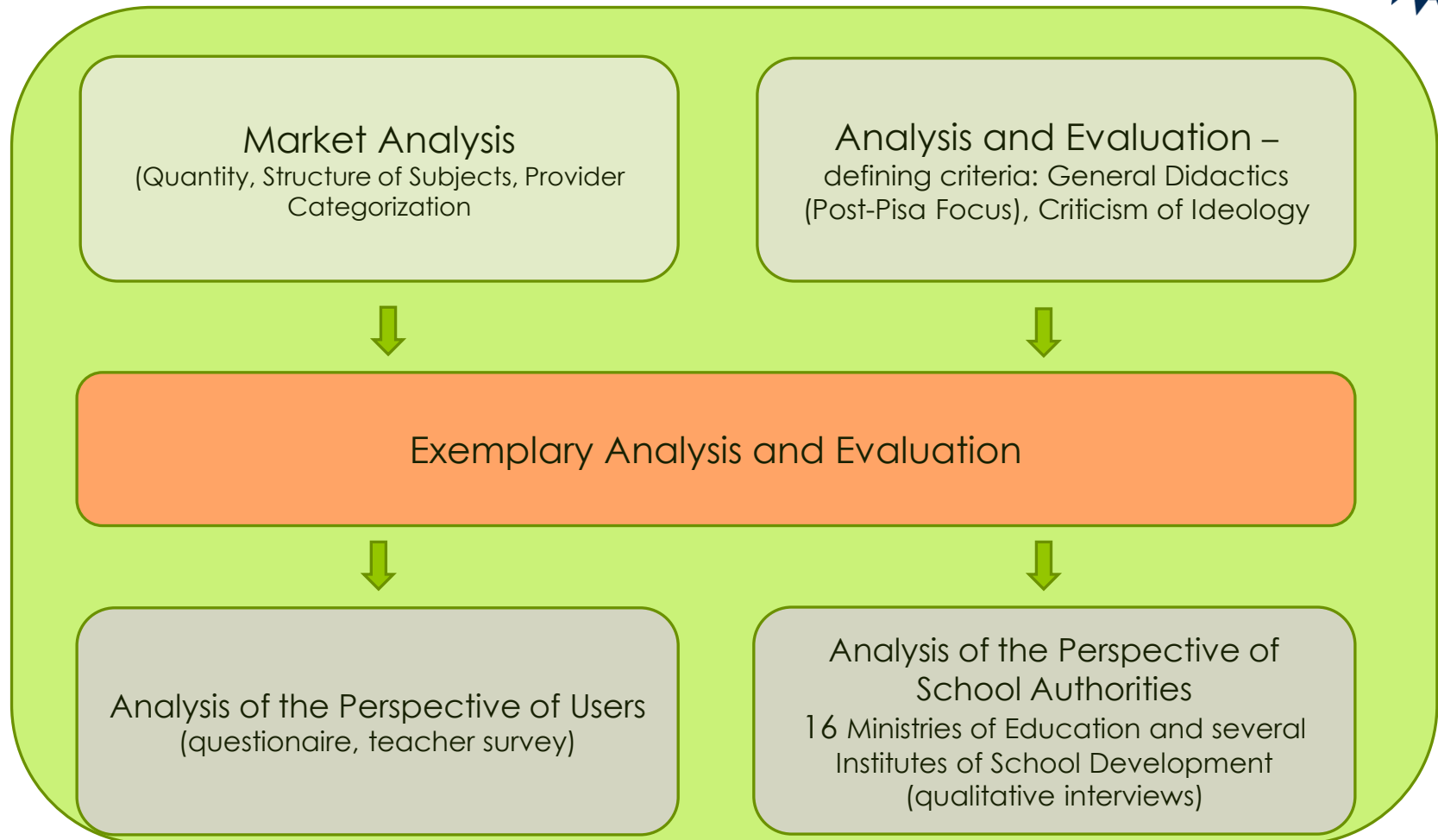


Market Analysis – Number of Materials by Subject (2011/2012/2013)

	2011	2012	2013
Subject	Number	Number	Number
German	113.045	132.980	129.034
German as foreign language		7.462	9.651
Mathematics	70.037	107.266	99.438
Foreign languages	55.824	76.811	82.965
History	20.803	24.989	20.410
Biology	14.875	21.716	22.497
Geography	11.580	16.053	25.508
Physics	8.465	13.421	12.678
Religion / Ethics	23.694	15.748	15.605
Chemistry	6.468	12.576	8.363
Art	5.988	10.202	9.518
Economics / Law	4.303	9.728	10.032
Physical Education	7.383	8.239	12.678
Music	6.923	6.856	10.649
Social Studies	5.445	6.177	4.249
Household arts	3.546	5.596	7.929
Politics	2.564	3.827	3.901
Other Subjects	134.582	119.210	98.818
Not Specified	24.894	283.683	79.921
Total	520.419	882.540	638.666
Growth		+ 69,6%	-27,6%



Approach of the research project



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Teacher survey

Methods

1. Questionnaire
 - Four sets of questions (sociodemographic aspects, teaching, textbook, educational media online)
 - 31 Items
2. Distribution by Bayerisches Staatsministerium für Unterricht und Kultus, mailing lists of education publishers, mailing list of 4teachers.de

Sample

1. Response in total = 889 / Adjusted response = 720
2. Teachers (m = 218; f = 481; no statement = 21; average age = 44,5)

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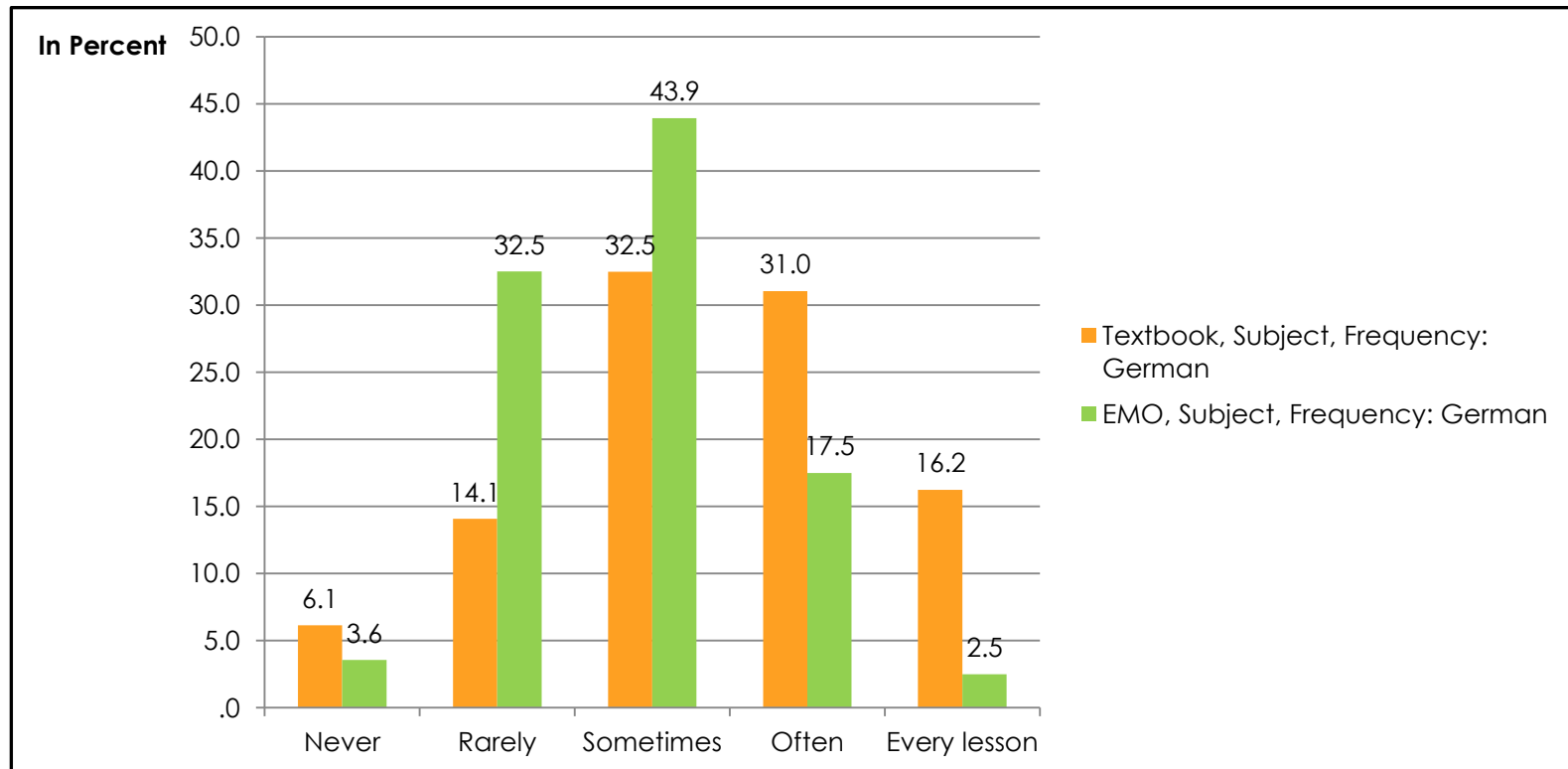
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Some results

Comparison of the **Frequency of Use** between **Textbook** and **Educational Media Online (EMO)** in the subject **German**

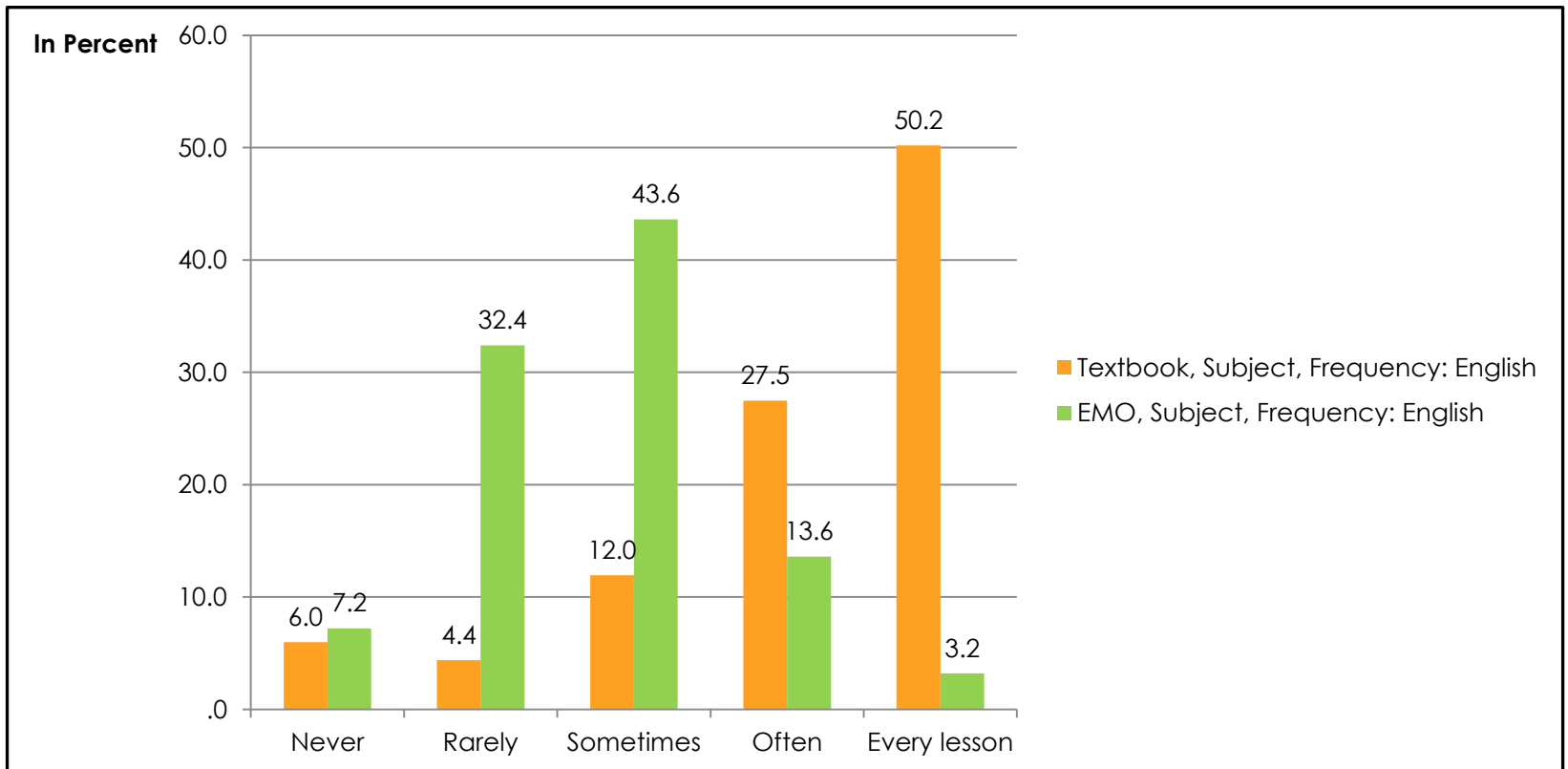


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Some results

Comparison of the **Frequency of Use** between **Textbook** and **Educational Media Online (EMO)** in the subject **English**



Educational Media Online

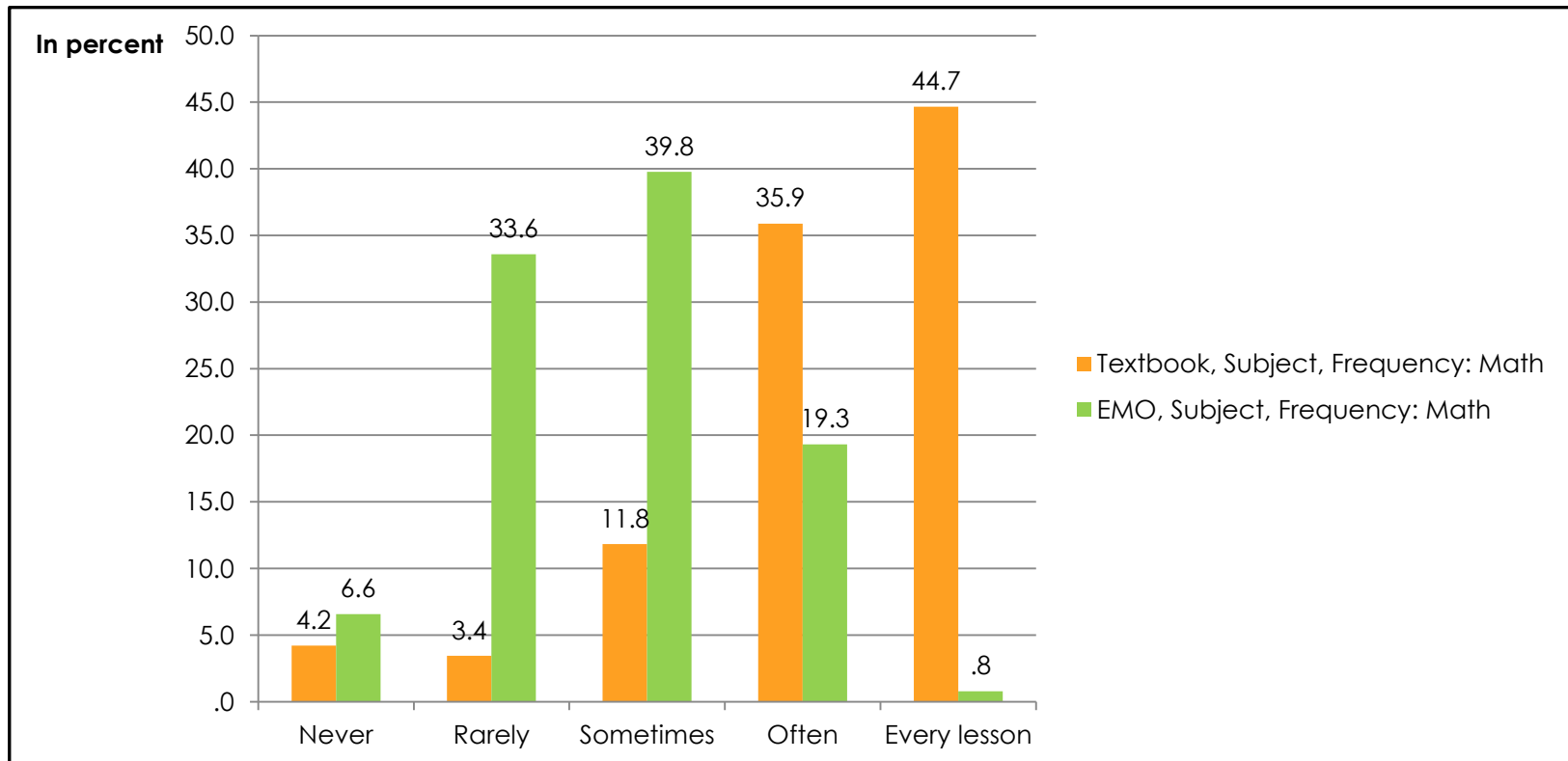
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Some results

Comparison of the **Frequency of Use** between **Textbook** and **Educational Media Online (EMO)** in the subject **Mathematics**



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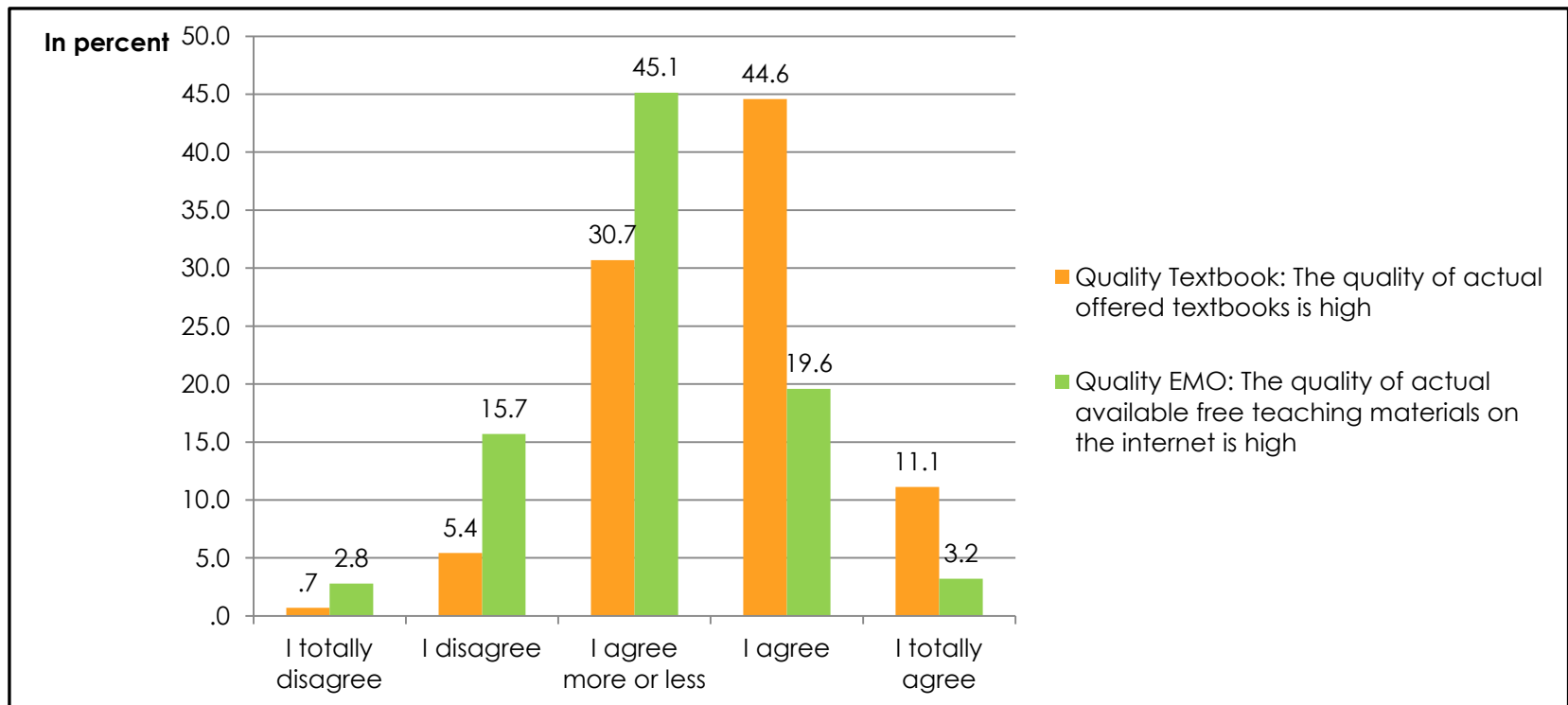
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Some results

Comparison of the **Quality Assessment** between **Textbook** and **Educational Media Online (EMO)**



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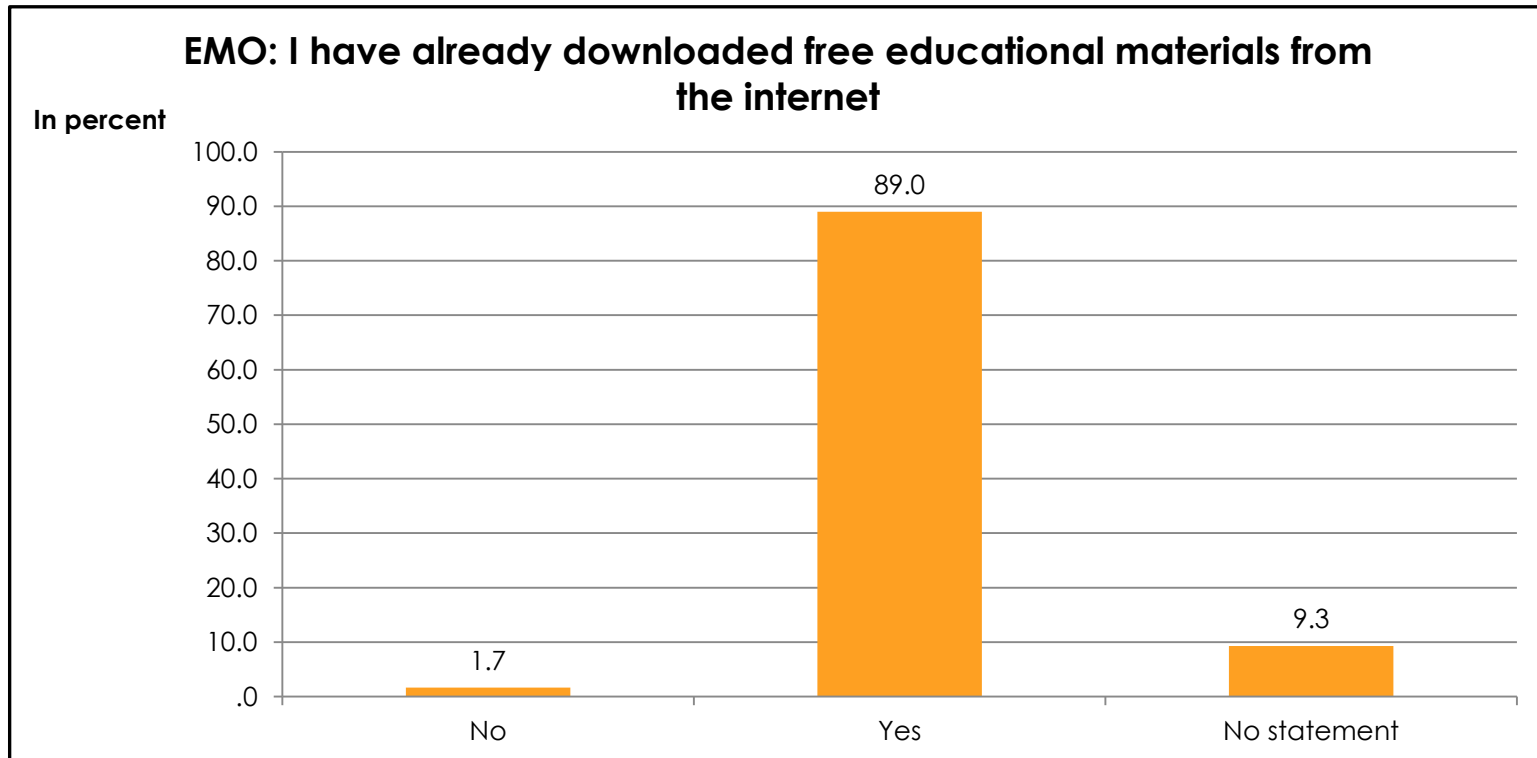
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Some results

Rate of agreement with the following statement





Theses for discussion

A

The lack of any check of these offers of educational media online by the state (or anybody else) leads to the danger that these materials become gateways for advertisement and ideologies in schools or let me say in the heads of the pupils. We have found some convincing examples for that in our project.

In my opinion in a next step now it's indispensable to evaluate *all* the offers of enterprises and applied foundations.

B

These materials very often, different as people like to think, are *not* much more up to date than the schoolbooks, in the contrast: often they don't represent the actual didactical standards; especially the offers from teachers for teachers tend to put their own experience absolutely, neglecting the theoretical and situational context.

In our project we can show some proof of this thesis; nevertheless it's essential to analyze much more materials than we could achieve in our project; and the following studies must take place in close and continuing cooperation with the educationalists of the different subjects.



Theses for discussion

C

In my opinion it's naïve to trust in the capability of selection of the teachers, it's not fair (for example of the state) to leave them alone with this task – especially as they haven't learnt the analyzing and evaluating, let alone the production of educational media during their qualification. And we must see that teachers haven't got the time to check the offers in the internet – the internet is often seen as the last chance to get a “quick lesson”.

D

The reflection of the results of the project lead to a fundamental question: which standing expertise shall have in our society? In my opinion the free market of educational media means – or at least shows the danger of – the neglecting of expertise and the the modern society characterizing functional division of labor in favor of extensive responsibility of both private persons and institutions who nearly all are expected to do another work than to develop or let develop educational media.

Contact person

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