1. The near future of the textbooks

- evaluation of what children learn
- collecting and analyzing data
- content development
- near future of the textbooks – max 10 years
2. Unified textbooks in unified system

- seventies and eighties of the last century in our country
- unified textbooks, curriculum and educational system
- no alternatives, no feedback
- it surprisingly did not produce the same output
3. What our pupils really know?

- after the fall of Communism – the first comparative testing
- great differences in the mistakes children made
- great differences among schools
- children better than teachers in some schools
4. The headmasters need feedback

- positive feedback from head masters
- demand for testing in other schools
- the beginning of the regular and systematic testing
- about 4 million tests and questionnaires till present
- collecting of the “big” valuable data
5. Evaluation retrospective

Primary schools, Pupils, 9th grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>1996</th>
<th>2016</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Czech</td>
<td>58</td>
<td>59</td>
<td>+ 0.7%</td>
</tr>
<tr>
<td>Math</td>
<td>49</td>
<td>51</td>
<td>+ 2.1%</td>
</tr>
<tr>
<td>History</td>
<td>41</td>
<td>39</td>
<td>- 1.7%</td>
</tr>
<tr>
<td>Science</td>
<td>57</td>
<td>59</td>
<td>+ 1.9%</td>
</tr>
<tr>
<td>English</td>
<td>62</td>
<td>72</td>
<td>+ 9.9%</td>
</tr>
</tbody>
</table>

Úspěšnost v %

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support
FRAUS group
Evaluation, Collecting Data and the Future of the Textbooks
David Souček, Kalibro, EEPG conference, Prague, May 2017

5. Evaluation retrospective
Primary schools, 1\textsuperscript{st} to 5\textsuperscript{th} grade

"Do you like to go to school?"

<table>
<thead>
<tr>
<th>Grade</th>
<th>2005</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gr.</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>2. gr.</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>3. gr.</td>
<td>70%</td>
<td>65%</td>
</tr>
<tr>
<td>4. gr.</td>
<td>65%</td>
<td>60%</td>
</tr>
<tr>
<td>5. gr.</td>
<td>60%</td>
<td>55%</td>
</tr>
</tbody>
</table>
5. Evaluation retrospective

“Are you bored at school?”

Primary schools, 1st to 5th grade
5. Evaluation retrospective

Primary schools, 5th grade, level of education of parents, 2017
6. Fraus Publishing as a partner

the valuable outcome of our activities:
• what our children understand better or worse
• which mistakes they do
• how do they feel in schools and classes

Fraus Publishing:
• share with us the same educational goals
• able to use the data we have to improve its products
• able to use the data we have to marketing purposes
7. What textbook should not try

- world of education has changed
- the new educational resources developed
- we must think about textbooks of the future differently
- textbook cannot “cover” certain knowledge perfectly
- we cannot expect the same output for all children
- “universal” textbooks ↔ diversified world of education
8. What makes sense to try

- the structure of knowledge resources has changed
- the pupils have changed fundamentally

Textbooks of the future:
- beautiful, appealing, attractive
- make children interested
- allow and motivate pupils to make trips outside
- give children an order and solid form
9. More adapted to children, based on knowledge bases

the future textbooks:

• will be more adapted to children and their needs

• will use actual information about
  – what children are having problems with
  – what mistakes they make
  – which wrong thought concepts they shared
10. Printed and electronic textbooks

benefits of the electronic books:
• interactivity, quick feedback and update
• pricing, low distribution costs
• ability to collect data – quickly and inexpensively

benefits of the printed books:
• can be beautiful printed
• can be pleasant to touch and smell

both types will live side by side and complement each other