# Textbook analysis template

# (Revised Draft for comment)

[Complete the information where possible]

## Identification and general organisation of textbook

### Book details

|  |  |
| --- | --- |
| Identification Number (ISBN?) |  |
| Title |  |
| Subject or learning area |  |
| Publisher |  |
| Country of publisher |  |
| Licensing (copyright or creative commons) |  |
| Price of book |  |
| Education level |  |
| Year first published |  |
| Year of edition studied |  |
| Country of publication |  |
| Cover illustrations by |  |
| Textbook illustration by |  |
| Language |  |
| Number of pages |  |

### Author/s details

|  |  |  |
| --- | --- | --- |
| Author(s) | Names |  |
|  | Qualification/s |  |
|  | Gender |  |
|  | Race |  |
| Editor/s | Names |  |
|  | Qualification/s |  |
|  | Gender |  |
|  | Race |  |
| Consultants (where listed) | Gender, Race |  |

## The structure of the textbook

### The table of contents of the textbook

|  |  |  |
| --- | --- | --- |
| Topic | Number of pages | Comment and analysis |
|  |  |  |
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### Aims as set out by the author/s

List the aims in the box below as set out in the textbook.

### Indicate the outcomes as set out in the textbook

List the outcomes in the box below as set out in the textbook.

### CAPS alignment

Does the book correspond with the CAPS document? (Y/N). Please explain briefly

|  |
| --- |
|  |

### Readability

Consider below the readability in relation to the writing style. Consider if the writing is descriptive and thought provoking, and fosters visualization, sparking the reader’s imagination on many levels. Consider if the vocabulary consists of words that are both familiar and challenging, and words the reader may not know are clearly defined. Consider if the main ideas are explicit, not imbedded in the text. The following questions are meant to assist in the process but other approaches are also equally valid.

#### Selected topic analysis

A topic is defined as the content to be covered by learners as per CAPS. Topic in many textbooks are regarded as macro aims and usually broken down by chapters.

* When a topic incudes multiple chapters, for example the Grade 9 LO textbook, then choose a minimum of two chapters for the topic or 20% of the book whichever is greater.
* Where, in a textbook, the topic and chapter corresponds, choose two topics and therefore two chapters or 20% of the book whichever is greater.

Choose one topic according to the following criteria.

* It should be a main topic
* It should be roughly typical of the textbook as a whole in terms of the presence/absence of academic and subject-specific words

Complete the table below using the guidance notes below.

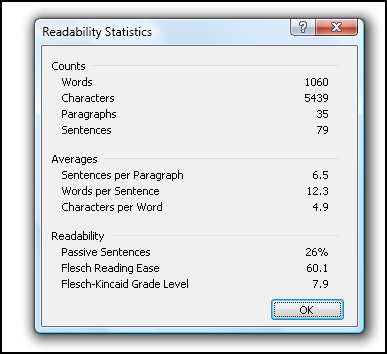
Insert page number of selected topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| a. | How long is the selected section in words? |  |
| b. | What is the average sentence length? |  |
| c. | What is the readability level of the text? |  |
| d. | What percentage of the words are ‘academic’ words? |  |

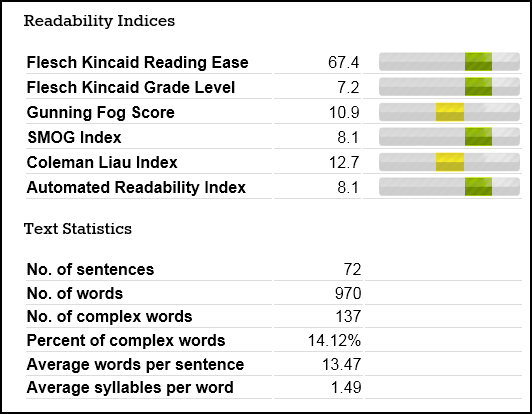
***Guidance for completing this table.***

Scan the text using OCR so that it is electronically readable. Eliminate any visuals. Check the text for any scanning errors.

Then use the Spelling and grammar check in Microsoft Word. Go to the review button; go to spelling and grammar (check in Options that ‘Readability Statistics’ is checked). At the end of the spelling and grammar check, statistics are displayed, including number of words. You will get a readout something like this.



If you don’t use MS Word, use <http://www.read-able.com/> . Use the tab ‘Test by direct input’. Input the text. Choose the Flesch Kincaid grade level figure. You will get a readout something like this:



The readability level (Question c) is the Flesch Kincaid grade level which gives the (US) grade level at which the text is supposed to be readable. Alternatively, choose the Flesch Kincaid figure in <http://www.read-able.com/>.

***(Note that Flesch Kincaid – along with other measures shown in the read-able statistics – is not a very accurate way of measuring readability. Also that it only measures whether a text is readable by a native speaker – i.e. the text will be much harder for the average South African learner and the grade level measure it supplies would be normally higher for this learner.)***

## Representation

For this section, select three topics and one chapter per topic in a textbook which has multiple chapters per topic or three topics and therefore three chapters in a textbook where each topic corresponds to a chapter.

### Character representation (categories as supplied by task team members’ definitions)

* Text – includes words in text, textboxes, assessment task, exercises
* Visual includes pictures, figures, tables, diagrams in text, textboxes, assessment task, exercises
* Frequency for text refers to text representations of the categories below. Pay particular attention to the usage of text representation as Nouns and/or Adjectives and/or Pronouns.
* Visual refers to visual representation of categories below
* Count every single person depicted in the text, and every time they appear. In a group, count the number of each, as possible.
* Not specified/unable to determine is for visual where it is not possible to determine the count for the dimensions below

#### Total frequency counts

Complete the following table

|  |  |
| --- | --- |
| Dimension | Count |
| Number of words |  |
| Number of pictures |  |
| Number of graphs |  |
| Number of tables |  |
| Number of figures |  |
| Number of assessment task (exercises, etc.) |  |

#### Race

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 1Black African | 2Coloured | 3Indian | 4White | 5Migrant (please specify) | 6Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |  |
|  | Text |  |  |  |  |  |  |

\* Indicate context in frequency

#### Age

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1Baby | 2Teenager/Youth | 3Adult | 5Old people | 6Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |
|  | Text |  |  |  |  |  |

\* Indicate context in frequency

#### Gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1Male | 2 Female | Gender non conforming | 4 Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |
|  | Text |  |  |  |  |  |

\* Indicate context in frequency

#### Sexuality(where possible)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Heterosexual | 3 LGBTiQ | 4 Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |
|  | Text |  |  |  |  |

#### Class (only for History/Social Sciences textbooks)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Total | 1Elite | 2Professional | 3Working class | 4Unemployed / precarious / vulnerable | 5 Not specified Unable to determine |
| Frequency | Visual |  |  |  |  |  |  |
|  | Text |  |  |  |  |  |  |

\* Indicate context in frequency

#### Religion (includes reference to myths, symbols and rituals, place of worship)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 African traditional religion | 2 Christianity | 3 Islam | 4 Hinduism | 5 Judaism | 6 Buddhism | 7 Atheism | 8 Not identifiable  Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |  |  |  |  |
|  | Text |  |  |  |  |  |  |  |  |  |

* Indicate context in frequency

#### 3.1.6 Family Status

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Nuclear family | 2 SingleParent family | 3 Child-headed households | 4 Same sex families | 5  Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |  |
|  | Text |  |  |  |  |  |  |

\* Indicate context in frequency

#### Disability

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Able-bodied | 2 Physically impaired | 3 Mentally impaired | 4 Not specified/unable to determine |
| Frequency | Visual |  |  |  |  |  |
|  | Text |  |  |  |  |  |

\* Indicate context in frequency

### Role representation

In this section, count every single person depicted in the text/visual, and every time they appear. In a group, count the number of each, as possible and how. Eg. How many references are made to boys and girls, men and women and how.

Notes:

* Text – includes words in text, textboxes, assessment task, exercises
* Visual includes pictures, figures, tables, diagrams in text, textboxes, assessment task, exercises
* Frequency for text refers to text representations of the categories bellows
* Visual refers to visual representation of categories below
* Not specified/unable to determine is for visual where it is not possible to determine the count for the dimensions below
* There are two tables below: one for visuals and one for text

#### Visual (add column for class where appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | 0 Total | Race by categories above | Gender by categories above | Religion by categories above | Disability by categories above |
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#### Text

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | 0 Total | Race by categories above | Gender by categories above | Religion by categories above | Disability by categories above |
|  |  |  |  |  |  |
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## Topic analysis

For this section, select three topics and one chapter per topic in a textbook which has multiple chapters per topic or three topics and therefore three chapters in a textbook where each topic corresponds to a chapter.

*Suggested analytic questions/issues*

|  |  |
| --- | --- |
| *Age* | * Over-representation of some ages * Omission and exclusion of older or younger people from representation * Stereotyped representations of for example older people * Implicit value-judgements of the roles of some age categories over others |
| *Class* | * Over-representation of one class at the expense of another, eg under-representation of the unemployed, workers and working class struggles * Privileged representation of higher, middle (or lower) occupational and income and groups and the nature of the activities in which they may be involved. * Omission and exclusion of particular classes * Mis-representation/stereotyped representations of some classes, income and occupational groups |
| *Family status* | * Is the dominant nuclear family form over-represented over other forms? * Do other family forms appear in the text and how often? * Are other family forms represented in positive or negative ways? What are these ways? * How is race and the family represented? |
| *Language* | * Educational materials like textbooks should serve to instil values and attitudes of the society in young people. On the same note, writers of textbooks, using language, can isolate, omit/ exclude, underrepresent/ over represent/ misrepresent and present stereotypes as they communicate information to their readers; hence the presence of discriminatory language. |
| *Religion* | * Reductionism – the simplification and reduction of religion to single dominant narratives or ideas or sets of practices. * Recognition – acknowledgment and discussion of non-domination beliefs and religions including Atheism, Paganism, Witchcraft, African Religions * Essentialism – the portrayal of religion as singular and without difference, where a particular view of the religion is privileged as singular, unchanging and uncontested truth * Decontextualization and ahistoricism– where religion is not discussed historically or linked to particular contexts * Ideology– where for example the math’s textbook was used by US Aid in the mujahedeen war against the Soviets, or later by the Taliban against the USA, or the Sunni version of Islam in History, or Pakistani Studies in Pakistan * Value conflicts – where ideas in religions education conflicts with value within existing national curricula– conflict with gender equality, sexual orientation, the origins of the universe, etc. |
| *Gender and sexuality* | * From a behavioural point of view, the analysis of text may focus on the ways in which gender roles are presented in the texts, particularly the types of roles assigned to women compared to those assigned to men. For example, do the roles reflect traditional gender roles or are they incongruent with the expected gender roles? To what extent are women reflected in activities traditionally associated with men and vice versa? A relational analysis of text may explore the power dynamics that exist when narratives or visuals depicting men and women are presented, e.g. an analysis may focus on the extent to which women are represented in ‘masculine’ activities and men in ‘feminine’ ones, including the type of activities they are involved in when they are represented, as well as the extent to which women are presented in powerful positions. From a material point of view, an analysis of text may explore the extent to which women are featured in texts compared to men, and the type of employment activities they are engaged in when featured. The analysis may also focus on questions of power, by exploring the frequency of women being placed in leadership positions and the type of professions they feature prominently in when compared to men. * An analysis of text with a focus on gender identity may explore the extent to which gender non-conforming characters feature in texts, whether the text deviates from a bias towards cisgender identities to include other forms of gender identification, as well as how such characters are presented/depicted. * An analysis of text may explore whether other forms of sexual identification are represented in text, and the manner in which such identifications are represented when included. It may also be useful to explore the language that is used to refer to same-sex identities and the topics such identities are represented in. For instance, heteronormativity may result in the representation of same-sex identities under negative topics such as HIV and AIDS, immorality and values that are often regarded as negative in society. The number of times that same-sex sexuality is mentioned in the text may also give an indication of the type of sexuality that is privileged by the text. Similarly, the silences, or absence of any representation of gender non-conforming characters in texts could be an indication of heteronormativity. |
| *Race* | * Who and/or what is being made visible in text and/or pictures and what meaning is attached to that both directly and indirectly? * Who is being placed in positions of unearned (racial) privilege in text and pictorial; representation? * Who owns the place of importance, and who on the other hand is represented as underling and having to adjust to fit in the already defined space(s)? * Who is represented as ‘foreign’ and has the burden of assuming a new identity in order to fit in? * Are there traces of racism/prejudice in text and/or pictures? * How is power distributed among different role players? * What evidence is there of fear and/or ignorance of the ‘other’? * How are issues of equality, equity and social justice addressed in text and picture? |

### Topic 1: Insert names of topic here

#### Rationale for choice of topic and chapter where there are multiple chapters per topic. (150 words)

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|  |

#### Provide a brief description of the topic (200 words)

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#### Describe the methodology/teaching approach. (200 words)

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#### Analyse forms of discrimination such as age, race, age, gender, class, religion, family status and disability of human subjects represented in this topic? Correlate this with the findings above. (500 words)

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#### Are there any other characteristics of the human subjects represented in the topic? Correlate with the findings above. (150 words)

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#### Main conclusions (150 words)

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### Topic 2: Insert names of topic here

#### Rationale for choice of topic and chapter where there are multiple chapters per topic. (150 words)

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#### Provide a brief description of the topic. (200 words)

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#### Describe the methodology/teaching approach. (200 words)

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#### Analyse forms of discrimination such as age, race, age, gender, class, religion, family status and disability of human subjects represented in this topic? Correlate this with the findings above. (500 words)

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#### Are there any other characteristics of the human subjects represented in the topic? Correlate with the findings above. (150 words)

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#### Main conclusions (150 words)

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### Topic 3: Insert names of topic here

#### Rationale for choice of topic and chapter where there are multiple chapters per topic. (150 words)

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#### Provide a brief description of the topic. (200 words)

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#### Describe the methodology/teaching approach. (200 words)

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#### Analyse forms of discrimination such as age, race, age, gender, class, religion, family status and disability of human subjects represented in this topic? Correlate this with the findings above. (500 words)

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|  |

#### Are there any other characteristics of the human subjects represented in the topic? Correlate with the findings above. (150 words)

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#### Main conclusions (150 words)

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| --- |
|  |

### Knowledge analysis (300 words)

For this section, select three topics and one chapter per topic in a textbook which has multiple chapters per topic or three topics and therefore three chapters in a textbook where each topic corresponds to a chapter.

Approaches, schools of thoughts, whose knowledge is represented in the textbook?

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| --- |
|  |