

INNOVATION OF TEXTBOOKS IN THE LIGHT OF THE GEOGRAPHICAL EDUCATIONAL CONCEPT IN THE IB DIPLOMA PROGRAMME

EWA JAWORSKA

University of Gdansk, Poland, e-mail: ewajaworska2@wp.pl

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ABSTRACT

The concept of Geography textbooks in the IB Diploma Programme reflects the concept of geographical education in this programme. The choice of textbooks is quite a challenge for teachers, as they have to meet special conditions to reach objectives. Changes in curricula that take place every nine or ten years cause the continuous search for new concepts of textbooks. Numerous changes in subsequent editions of books show this. Their innovation can be assessed from the point of view of the Polish didactic concept as the other reference point makes it easy to draw attention to new, unusual and interesting elements. The main goal of the article is to assess the innovative elements of the textbooks used in the IB Diploma Programme from the points of view of teachers and students taking part in the programme. A reference to the concept of Polish books allows for reflective analysis of textbooks and their role in teaching and learning Geography. The author has carried out the survey and interview among six groups of students of High School No. 3 in Gdansk as well as among teachers in Poland working in the IB Programme. Despite the existence of many innovative elements, it cannot be clearly stated that IB textbooks fulfil all the expectations of their users. Some elements are criticized. It means that there are no ideal textbooks on the market but there are many successful attempts to improve their quality.

Keywords: *the IB Diploma Programme, innovation, textbooks*

INTRODUCTION

Geography textbooks used in the International Baccalaureate (IB) Diploma Programme are special means of teaching. Because the program is popular in many countries and on different continents, these publications support the organization of the educational process. A major challenge for teachers

in the IB programme is the changing every nine or ten years Geography curricula and the concepts of geographical education, forcing the constant training and the search for new solutions. Undoubtedly, the textbook is a valuable means of teaching, even a source of inspiration and reflection for teachers struggle. There is a selection of information in textbooks taken from the multiplicity of topics. This facilitates teachers' work and students' learning, while providing a sense of comfort that described contents and their interpretation are similar in different parts of the world. It does not mean the need to accept one, indisputable point of view in relation to determined issues. On the contrary, the student is encouraged to develop critical thinking. The textbook, however, is a point of reference for students and teachers. "Its effectiveness in learning new content and development of skills depends on functions that the authors assigned to a textbook. Didactic functions of a textbook determine the rules of its construction, the principles of contents selection, the proportions between ready, factual knowledge and tasks for self-solving, and between text and graphics" (Kucharska, 2009, p. 128).

A. Dębicka (2009, p. 22) points out that "the effect of the teaching-learning process is to gain a wider knowledge, which consists of information, their understanding, the practical application of knowledge and skills connected with the analysis, synthesis and evaluation, so these ones determining critical thinking skills". In addition, the authors of textbooks used in the IB Programme want to achieve this effect.

The multitude of changes in subsequent revivals of textbooks or new publications proves the constant search for more perfect concepts of a school textbook. Without any doubt, the concept of geographical education in the International Baccalaureate Diploma Programme is reflected in the concept of textbooks. Through innovative solutions, bringing new ideas to practical use, these books can be considered innovative. The term "innovative textbook" provokes for further discussion. Many authors indicate: the absence of a perfect textbook that would be a reference point, the lack of objective evaluation criteria of textbooks, the lack of unequivocal definition or description of its functions, the appropriate language used by the authors of textbooks, field evaluation of the presented information or facts, and how to make a selection of information (Rodzoń, Wojtanowicz, 2009).

The author, aware of these concerns, undertook to prove the existence of innovative elements in the IB textbooks. Innovative textbooks have to be referred to a given group of students and a specific social environment, or even the country. The innovation can be assessed from the point of view of the Polish didactic concept of teaching, as another point of reference helps to draw attention to the unusual, new and interesting elements.

The main objective of this article is to present the innovative elements of selected, Geography textbooks used in the International Baccalaureate Diploma Programme. A key question related to the innovative elements is "What solutions introduced in the IB textbooks do support the development of students and enable the implementation of the learning process?" For teachers, it is also important what contents and solutions support them in the organisation process.

RESEARCH METHODS

In order to identify the innovated elements in Geography textbooks used in the IB Programme, the author conducted surveys and interviews among six groups of students (42 people) of High School No. 3 in Gdansk, Poland, who chose the Geography course at the standard and higher levels in 2011 and 2012. They were asked about the expectations for IB textbooks and the identification of their innovative elements, taking Polish books as a reference point. They were also asked about the weaknesses of textbooks. The interview included inter alia following questions: "Does the book encourage you to gather information, observe, interpret, and make hypotheses?", "Does it help in self-esteem and self-control?", and "Does it develop your English vocabulary and other linguistic skills?" The questionnaire form consisted of following questions:

1. Do you think that geographical textbooks are innovative in relation to the Polish textbooks?
2. What are the innovative elements of the books in your opinion?
3. Point to weak/negative aspects of textbooks (that you do not like or you would like to change or that hinder your learning).
4. On a scale of 1 to 6, assess attractiveness of graphics, multiplicity of information, the way of content presentation, selection of information, the usefulness of case studies in learning Geography, the size and the weight of the book, the adequacy of language, usefulness in preparing for the final exam.

In addition, the interview among a small group of eight IB Geography teachers working in Poland was conducted. These teachers have a wider knowledge of almost all textbooks used in the IB Diploma Programme, which appeared after the introduction of the curriculum in 2001 in the IB Programme. Moreover, they can compare them with textbooks used after implementing changes of the IB Geography curriculum in 2010. Most of these publications were released in 2011, which gives a fresh look at the innovative elements (Codrington, 2011; Guinness, 2011a, 2011b; Nagle, Cooke, 2011). In interviews with teachers, in addition to the mentioned issues addressed to students, the following questions were added:

- What are the solutions introduced in textbooks that promote the development of students and enable the implementation of the educational process?
- Is the textbook able to turn passive listeners into active seekers of answers to questions occurring in their minds?
- Does the textbook encourage further exploration of information, searching for other sources of information?

The author of one of the textbooks, P. Guinness (2011a, pp. 87, 90), defined education as "a gradual process of acquiring knowledge, understanding and skills". Starting from this concept, he wrote two most

commonly used textbooks in the IB classes in Polish schools and these books will be mainly assessed (Guinness, 2011a, 2011b).

THE OUTLINE OF THE GEOGRAPHICAL EDUCATION CONCEPT IN THE IB PROGRAMME

"The two-year programme is unique. It is a balanced compromise between the narrowly specialized and the more general approaches. The most important benefit is banishing the encyclopaedic and imitative teachings. The IB programme emphasizes the development of skills, analysis and critical approach to the given issues" (Bogusz, 2003, p. 44). This is confirmed by the following four teaching objectives relating to geographical education presented in the IB guide (*Geography guide*, first examinations, 2011, pp. 8, 9):

1. Students will be expected to demonstrate knowledge and understanding of specified content: the core theme - patterns and change; optional themes, extensions - global interactions and a specific geographical research topic in internal assessment (fieldwork);

2. students will be expected to demonstrate application and analysis of knowledge and understanding (apply and analyse geographical concepts and theories; identify and interpret geographical patterns and processes in unfamiliar information, data and cartographical material; demonstrate the extent to which theories and concepts are recognized and understood in particular contexts);

3. students will be expected to demonstrate synthesis and evaluation (examine and evaluate geographical concepts, theories and perceptions; use geographical concepts and examples to formulate and present an argument; evaluate materials using methodology appropriate for geographical fieldwork; at higher level only, demonstrate synthesis and evaluation of extensions – global interactions);

4. Students will be expected to select, use and apply a variety of appropriate skills and techniques (select, use and apply the prescribed geographical skills in appropriate contexts; produce well-structured written material, using appropriate terminology; select, use and apply techniques and skills appropriate to a geographical research question).

Educational requirements are directly related to the assessment objectives in the IB Diploma Programme (Figure 1).

Geographical education is focused on the acquirement of knowledge through acquisition of information, geographical concepts, theories and joining them into a coherent whole. Working with IB students proceeds in the direction of development of their cognitive skills and the ability to use information. "Knowledge is a tool, not an aim in itself. It is supposed to help

to answer questions and provide a starting point to ask the next ones” (Szytko, 2005, p. 60).

The contents of textbooks reflect the global problems of the modern world, the mechanisms that govern it, but there are also local problems for analysis (Table 1). Information about the world, however, requires comments, evaluation, to force the critical thinking of the student.

W. Janicki (2009), in response to a question posed by himself “what type of graduate student do we expect?”, answered that without any doubt he should be thoroughly educated, but with a distinct specialization. Of course, having the ability to distinguish facts from prejudices, information from comments. Knowing how to respect the differences of others and being sensitive to their needs and a person who knows the roots of his own culture and civilization built on it. Equipped with the welcome ability to distinguish the relativisation of events from the differences in their interpretation arising from cultural or ethnic differences seen from various perspectives (pp. 11-20). The International Baccalaureate Diploma Programme through its assumptions creates conditions in order to meet these expectations for the graduate.

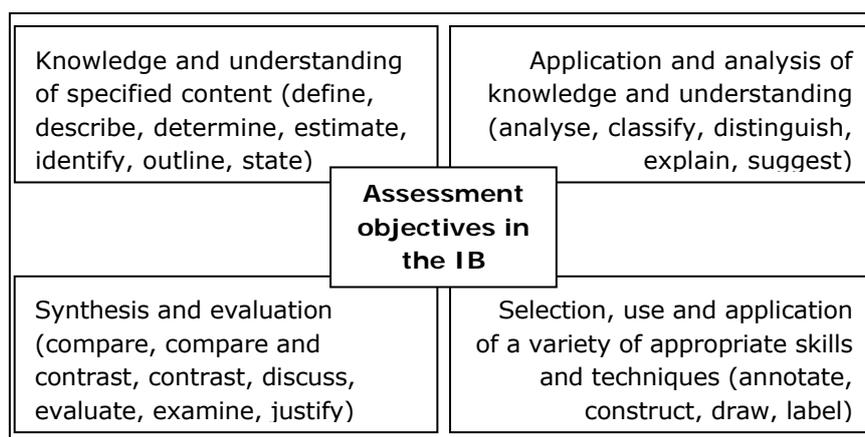


Fig. 1. Assessment objectives

in the International Baccalaureate Diploma Programme

Source: based on Geography guide (first examination 2011), International Baccalaureate (2009)

This outlined, other than in a traditional Polish school, approach to geographical knowledge and the ways of learning in the IB classes force into seeking innovative solutions.

Table 1. The content of teaching geography in the IB Diploma Programme implemented in 2010/11

Part 1: Core theme - patterns and change	Part 2: Optional themes	Part 3: Higher level (HL) extension – global interactions
Compulsory for the standard level (SL) and higher level (HL) groups	There are 7 optional themes 2 optional themes are required at SL 3 optional themes are required at HL	Compulsory for the higher level (HL) groups
1. Populations in transition 2. Disparities in wealth and development 3. Patterns in environmental quality and sustainability 4. Patterns in resource consumption	A. Freshwater—issues and conflicts B. Oceans and their coastal margins C. Extreme environments D. Hazards and disasters—risk assessment and response E. Leisure, sport and tourism F. The geography of food and health G. Urban environments	1. Measuring global interactions 2. Changing space—the shrinking world 3. Economic interactions and flows 4. Environmental change 5. Social and cultural exchanges 6. Political outcomes 7. Global interactions at the local level

Source: based on Geography guide (first examination 2011), International Baccalaureate (2009).

INNOVATIVE ELEMENTS OF TEXTBOOKS IN IB STUDENTS' OPINION

Interviews with students participating in the International Baccalaureate Programme helped to prepare a list of the most common expectations of those students for IB textbooks. They pay particular attention to the fact that textbooks should:

- facilitate remembering information with simultaneous understanding of knowledge;
- help to develop and widen knowledge in order to facilitate a proper preparation for the final exam;
- help in the selection of rich material in English;
- have an attractive form, so that students are willing to study it;
- have a summary;
- have examples of past papers of final exams.

Amongst the identified innovative elements, the leading statements were related to a substantial number of examples and case studies referring

to states and regions from all continents. About 90% of posts included the statements that the textbooks offer: "a lot of case studies", "the reference to countries worldwide", "many examples", "many situations from real life", "examples based on specific states".

Due to the implementation of the IB programme in a foreign language, the Polish students mention quite often (55% of suggestions) that the use of English language is innovative as well as the adaptation of his level to language skills of recipients (e.g.: "textbooks are in English", "language", "used language level"). An admission to the IB class depends on some conditions, especially on an appropriate level of English language verified by tests. Hence, a foreign language used in textbooks has added educational value. Developing language skills is one of the objectives of IB education.

60% of students believe that the issues from the IB textbooks are better described than in the Polish ones. Seven people are pointing at the dominance of socio-economic Geography above Physical Geography as the innovative element. "A join of subjects", and "topics connected to each other" are appearing. Links to selected issues, referring to earlier already appearing content, give students a feeling that problems of individual chapters and subjects are associated into the coherent whole. An example would be the use of the knowledge of demographical processes in explaining the causes and effects of uneven economic development, migrations, in explaining the difficulties in implementing the principles of sustainable development, etc.

Another innovative elements are contained in the following statements: "well-selected contents", "the way knowledge is presented", "a good layout of information in the book", "an interestingly described information", "a good way of learning process planning", "the order", "better arrangement of topics and subtopics than in Polish books", "neat and tidy books".

An important category of response (about 80%) is clearly presented issues: "clear text", "transparency of the book (crystal)", "the simple message", "direct transfer", "all things are clearly explained", "clear way of transferring information and knowledge", "meaningful and neatly arranged graphs and tables", "terms, tables, the graphs are well explained and described".

The innovative element is also "an indication of good, varied sources and up to date data" (9 responses). The increasing number of students who use the tablets and computers with access to the Internet during lessons means that students in the classroom are willing to verify data. They often provoke discussions about the data, criticize the data sources, different types of classifications, what for a teacher can be a sign of the development of critical thinking, referring to the subject of ToK (Theory of Knowledge). In some cases, teachers themselves provoke discussion around the data. Pointing in the textbooks to online sources and a diversity of data on the Internet makes it easy to find quickly the information in which a student is particularly interested. And he/she is

interested because the type of data and its graphical way of presentation is an incentive for further analysis and interpretation.

Teaching in the IB classes leads to the conclusion that the textbooks often help in stimulation and activation of cognitive performance of students and in their construction of knowledge. Types and methods of presentation of numerical data, the geographical content and other elements often provoke further analysis, the development of cause and effect thinking, and the skills of assessing events in every day reality. A handbook not only provides ready knowledge, but also opens up a world of knowledge and helps students to gain social experiences. Natural, spontaneous speech or just statements, a large number of questions, instructing for friends, some commands to colleagues, the rising concerns and doubts, the logical reasoning help discover some accuracy and use information from diverse sources.

Among other innovative features identified by the IB students were:

1. graphic design and editorial quality (95% of responses): "I like the graphics, it makes studying easier", "the book is full of colours", "colourful graphs and charts, tables and maps are clear to read", "coloured", "the format of books and their weight make it easy and pleasant to read", "high paper quality", "nice paper texture", "legible font";
2. "key terms" at the end of each chapter (40% of responses), "a list of the most important issues at the end of chapters";
3. introducing elements like: "discussion points", "Theory of Knowledge", "frames with reference to different areas or tasks (Theory of Knowledge, research idea, activities, etc.).", "stimulating activity and thinking through discussion points" (80% of responses);
4. "many activities that can be useful for a final exam" (20% of responses);
5. "the usefulness of one book at standard level for almost the entire diploma programme", "one book for the whole core" (15% of responses).

Many points from the questionnaire form received a high average score (on a scale of 1 to 6):

- attractiveness of graphics: 5
- multiplicity of information: 5
- content presentation: 4.5
- selection of information: 4.5
- the usefulness of case studies in learning Geography: 5
- book size: 3.5
- book weight: 4
- language adequacy: 5
- usefulness in preparing for the final exam: 5.5.

INNOVATIVE ELEMENTS OF IB TEXTBOOKS IN IB TEACHERS' OPINION

Because teachers have the opportunity to use several books within a long period in their career, their perspective can be wider than in the case of students. For IB students it is typical to use a single textbook. Seven teachers pointed out that none of the textbooks is perfect, but we can see the continuous improvement of textbooks combined with the continuous increase in their editorial level. Assuming the Polish books as a reference point, teachers suggest a number of innovative features like that presented by students. However, teachers' responses indicate a greater awareness of the educational objectives and a better knowledge of geographical educational concepts in both – the traditional Polish as well as the IB programmes. The textbooks innovative elements introduced into the IB Programme can be divided into several categories.

The statements of teachers focus on the contents and the layout of these contents. The text being the major form of communication about phenomena and processes require supplementing by illustrative material, which in turn helps in their understanding. A text, the illustration material and summarizing parts are the main elements that make up each textbook. However, in the opinion of four IB teachers a correct selection and keeping the proportions of individual components determine the innovative character of textbooks. In addition, two teachers stated that "the text containing well-chosen examples of phenomena, processes and relationships encourage active collecting of information" and that "adding comments and images make books more attractive for a better communication with students". The illustrative material (pictures, illustrations, schemes and diagrams) is often enriched into the descriptions connected with their interpretation. It is appropriately selected, referring strictly to the subject. It happens that some of the photos are only an additional ornament. However, in most cases their use is a good choice and helps students understand the phenomena and processes that develop imagination and abstract thinking.

One of the categories of responses is related to other ways of learning contents and the methodological concept. The IB textbooks offer other content than in Polish textbooks and they present that content in another way. What is more, the IB textbooks published before and after the change of the concept of geographical education in the IB Programme in 2010 also reflect a change in the way in which the content is presented. The main issues are focus on the themes included in Table 1. They are selected, originated from the rich sources of information and if possible, the undertaken topics are thoroughly discussed. The IB textbooks show how to educate narrow and deep rather than shallow and wide.

A distinct dominance of the induction in the forming of notions is a next innovative element. Initially the general definitions are introduced, and then they are explained with the use of detailed, selected examples and case studies. Going from theoretical concepts to descriptions of attractions

from the world (to specific case studies) is a great advantage. The use of examples from the world causes, however, that in case of Poland "a student can not receive information about his own country or the surrounding environment from the textbook" as "no handbook draws on information about Poland or the immediate vicinity". Szczęśna (2009, *apud* Korzeniewski, 1985) presents the three stages of development of the concept: introduction, enrichment, and applications. These steps are consistently applied to all IB textbooks. It is innovative that "a student has the opportunity to see how theories and geographical concepts and models reflect a complex reality". "Such a large number of case studies and examples help in better understanding the complex world of dependence".

Another category of statements refers to the fact that the book takes into account the current status of Geography as a science. Frequent renewal forced by a curriculum, teaching about current world problems, problem recognition issues, materials from rich sources in a foreign language make it easier to consider the current state of science. An example is the approach to global warming, energy resources, economic disparities between countries, or globalization and glocalisation processes. In addition, elements of other disciplines are used to explain phenomena and processes. "Not all content is imposed as a universally applicable scientific point of view". The presentation of doubts causes the reflection of some students and teachers on some scientific approaches. Some titles provoke to read the attached fragments of reports or newspaper articles, such as "Second child population not right recipe", "Key Messages from the Stern Review", "Canada's infant mortality rate among developed nations high" (Guinness 2011a, pp. 38, 86, 142).

According to all teachers, "the scientific terminology is sufficiently explained". In addition to the detailed descriptions of each chapter, a glossary of key terms was introduced. Students are willing to use it, because it stands out in a concise way to explain terminology helpful in understanding many issues. Six teachers stressed that the books "refer to the content of the previous sections", and that "there are references to other sciences". Cross-correlation between chapters and sciences is perceived as innovative.

In addition to their important informational function, IB textbooks play an extensive research role. The contents are presented in a way that promotes enquiries about specific problems to be solved. Tasks and commands enforce undertaking independent research. There are also instructions of drawing and calculating something. Additionally, the suggested statistical methods can be applied in the self-made work of students called "fieldwork" and they should be based on field studies. This Internal Assessment is assessed firstly by teachers and later by moderators from the world.

Another category of innovative elements is associated with tasks and commands. There is a wide variety of types of tasks and their strong correlation with the curriculum content. One can see the increasing difficulty of tasks. "Tasks for students' preparing for the final exam are located at the

end of each chapter". All of them are referring to illustrative material. There are also elements that facilitate the consolidation of knowledge: "clear, properly formulated commands and tasks allow students to work independently". J. Rodzoś (2009) suggests a classification of tasks occurring in textbooks in terms of the role they play in developing students' knowledge and in the development of their skills and attitudes into: tasks for the introduction of new contents and preserve-control tasks to control increase of knowledge.

It might be interesting to refer textbooks to a public and personal knowledge of students, widely described by Klus-Stańska D. (2002). A number of commands and tasks are based on information known by students. However, the question is: if the tasks and commands, and elements such as "discussion points", "activities", "Theory of Knowledge" activate students' personal knowledge and encourage its construction? According to all interviewed teachers, it is possible as long as teachers use these additional elements highlighted by frames in the classroom. Such elements are able to turn passive listeners into active seekers of answers to questions occurring in their minds.

Textbooks, as language communicators, allow keeping up with students, and thus they play the motivation function and act as an incentive. Addressing "do you know", "did you hear", "look", "imagine that" demonstrates the acceptance of the position that the student is treated subjectively. The authors of textbooks try to maintain a contact with students. They also maintain a dialogue, even through direct questions together with the description of facts and processes, for example ending the description of the one-child policy in China, Guinness (2011a, p. 38) asks: "Does the government have the right to control the size of the family?". Messages, announcements or questions act as an appeal and they should cause a specific response.

An important feature of IB textbooks is matching language to the level of students who are in the IB Programme, in which there was a requirement for a certain level of language. Two teachers had however some doubts about the level of language. One of them said that "it is difficult to clearly determine whether the text is adapted to the level of all students, but it certainly requires them to do mental effort and overcome difficulties". The second teacher added that "without a doubt, the use of textbooks leads to improving students' language proficiency".

Books aimed to secondary international IB schools have a very high editorial level. This level depends on:

- high quality paper;
- printing;
- lettering added variety;
- friendly colours;
- high quality of illustrative material.

The technical aspect of the presentation of contents is helpful for the right perception of contents and encourages its use in teaching. The attention was drawn to the use of "bolded printing to highlight important content". "The headlines have diverse size and a different colour than the rest of the content". Such element like: "case studies", "activities", "research ideas", "discussion points", "geographic skills", "key questions", graphs are presented on the coloured background". Additional frames with the tinted background are highlighted compounds to distinguish Geography from the other related content. The presentation of some data and information is styled on the articles from magazines and newspapers.

WEAKNESSES OF IB TEXTBOOKS IN STUDENTS' OPINION

Despite the recognition of the IB textbooks as innovative, there were two opinions that "you can not compare the Polish and English textbooks". In support of this opinion one of the students said: "because curricula differ so books should differ as well". The rest of students when pointing the innovative elements of books gave their limitations. Among the weaknesses of IB textbooks, they gave the following answers:

- "too much weight and size", "uncomfortable to carry and read";
- "no CD/DVD", "no CD version";
- "no summaries at the end of the chapter", "no major summaries", "the poorly developed parts of the reviews", "poor reviews", "lack of the past IB exam questions", "it could have more tasks and added answers to them", "I would like to have past papers from the real final exam with the answer key (with mark schemes)", "I wish to see the final exam exercises immediately in the manual, not from the teacher", "not clearly stressed vocabulary valid during the final exam";
- "not enough pictures (it is not about charts and tables)";
- "not enough a titbit of news (or at all)", "please add more curiosities";
- "too dense text", "too much text", "more text should be presented in the tables", "more dashes might be used to point out the most important ideas";
- "difficult vocabulary (in some chapters)";
- "lack of precision in describing some of the issues", "some topics are vague", "a large amount of text has relatively little information in some fragments of books", "information on some issues is described in great detail (it reminds the froth) and the same issue is described in other words", "some topics should be less wordy";
- "the typical English textbooks";

- "charts and graphs could be better discussed and interpreted".

Some elements that are deemed innovative by one group of students were assessed as the poor side of the textbooks by other colleagues. Negative comments about the IB textbooks show that there is no universal textbook that will meet the needs of all its users. The part of the answer is attesting to it, that experience from earlier years of education in the traditional Polish system have impact on certain expectations. Students often expect clear and indisputable knowledge, patterns and ready-made solutions. In their view, dividing most of the text into points and sub-points, the use of dashes, or the text in the form of tables would facilitate the consolidation of knowledge. Some students are expected to have tasks with answer keys (mark schemes) for better preparation for the final examination only. Ready schemes are not able to prepare students for the exam in the opinion of teachers. Open questions used in the final exam papers in the IB Programme do not allow the use of ready-made solutions. It is also interesting that some students indicate the lack of such test tasks, while such questions (called "the review examination questions" are placed at the end of each chapter). They are not the past papers but include models that can help to study. It is possible that some elements of the books are not used during Geography classes and during the learning process.

CONCLUSION

The textbooks used in geographical education in the IB Programme have many innovative elements identified by IB students and teachers, who have related it to the Polish textbooks. The results include the following innovative elements: use of case studies and examples from all continents, interesting content taking into account the current state of Geography as a science, well selected information, interesting way of knowledge presentation, correlation with other disciplines, good layout, indication of good sources of information and current data, adequate level of English, rich tasks for independent student work. Some extra elements like "key terms", "discussion points", "Theory of Knowledge", "research idea", "activities" provoke further analyses and develop critical thinking. Tasks and commands encourage undertaking independent research in the field. Presented statistical methods, instructions to draw or calculate something can be applied in the compulsory fieldwork.

Conclusions show that despite the existence of a number of innovative features, the English-language textbooks cannot fulfil all expectations of their users. Despite constant improvement of books, some elements are criticized. This is partly due to lack of sufficient understanding of the role of textbooks. On the other hand, the way of studying are personal for each student. It is impossible to suggest one way of acquiring knowledge and this is why one textbook can not be perfect for all users.

It should be noted that the functions of the textbook, which were described by Cz. Kupisiewicz (1973), S. Piskorz (1997), W. Okoń (1998), W. Stawiński (2006), and M. Kucharska (2009), would not be fulfilled without a properly structured teaching-learning process, which depends largely on the role and attitude of teachers. "The teacher's competence is shaping the educational process, involving the transfer of knowledge, skills development and building the orientation, ready for students' analytical and synthetic actions" (Bałazak, 2009, p. 400). R. I. Arends (1994) points out that "the main goal of teaching after all is that students achieve independence in learning, and manage learning by themselves" (p. 488). The textbook is a didactic means supporting the teaching-learning process. The way it is used will determine to a large extent its educational value. "In many cases, the help of a teacher is necessary in showing students how to use the textbook and through the systematic use of various forms of work with a textbook in the classroom how to motivate and encourage students to use the textbook independently" (Szkurłat, 2009, p. 58).

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