

REVIEW OF THE INTEGRATED TEXTBOOK "I, CITIZEN TO BE"

"I, Citizen to Be" is a digital textbook based on the paradigm of phenomenon-based education, which draws on the search for connections between the subjects of ethics, geography, history and life skills. The textbook is designed for pupils in grades 5 to 8 and is based on the updated general education curriculum and consists of 12 topics.

The topics range from personal development and personal consumption habits to global environmental issues, artificial intelligence and media literacy. The topics selected are relevant to the reality of the contemporary world and encourage a critical and value-based rethinking of one's everyday relationship with the topics/phenomena addressed.

The tasks in the textbook reflect the different learning styles of students. The visual learning style is complemented by the fact that each topic in the textbook has a visually playful summary infographic, which helps to clearly convey complex information, highlight key facts and concepts, and compare data. A situational cartoon can be shown during each lesson, and students can individually structure the information presented based on the mind map templates provided, thus promoting the practical skill of abstracting the information visually and audibly. In addition, the textbook's tasks are visually presented in a way that simulates correspondence on social networks, allowing students to relate the theoretical information in the textbook to their daily lives and habits. The logical learning style is complemented by the aforementioned mind-mapping method, infographics, situational comparisons and tables. The auditory learning style is partly reflected in the fact that a situational cartoon can be shown during each lesson, and the kinaesthetic learning style is partly reflected in the role-play game "Why did countries change?" in the theme 'Exchanges'. Personal and interpersonal learning style activities abound and students can work individually, in pairs or in groups.

The teaching tool focuses on reflection, which allows the student to personally measure the knowledge and skills they have acquired, and to reflect on their own personal stance on the issue at hand. It is encouraging that it is possible to reflect on the information in the textbook using different ways of reflection, including the digital feedback tool Reflektus.

The various exercises and modern examples in the textbook help students to apply the theoretical material in practice and encourage active learning. Key concepts are highlighted in the exercises and an explanation of the concept is provided that the student can understand.

The attractiveness of the textbook is further enhanced by the fact that all the activities are accompanied by methodological guidelines for the teacher, which identify the steps involved in completing the activities and the skills that the activity develops in the pupil. In addition,

time intervals are also provided to enable the teacher to manage the lesson time and activities more effectively.

As for areas for improvement, in my opinion, the topics do not have structural concentrations and the choice of topics seems a bit fragmented. The content could be refined and structured according to problem areas, and one of the problem areas could be the following topics: 'Life: real or virtual' and 'Robots are human too'.

The lesson plans refer to the competences to be developed, and it would be useful to have clarity on how and which competences are being developed by a particular topic. It is noticeable that in some topics a large number of competences are listed, but it is questionable whether all of them are being taught effectively. For example, in the topic "Become resistant to liars!" specifies the competences of cognitive, social, emotional and healthy life-style, digital, citizenship, but the activities in the theme largely develop only the competences of citizenship and cognition.

The digital format of the textbook offers many opportunities and has been exploited, but the inclusion of more activities reflecting auditory and kinaesthetic learning styles, and the addition of interactive digital tools for inclusive education, would make the textbook even more versatile.

In conclusion, despite the observations made, the textbook is a valuable teaching/learning tool that is modern in form and content and appealing to students and teachers.

Gintaras Inta