

Education and New Developments
2017

Edited by
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FOREWORD

This book contains a compilation of papers presented at the International Conference on Education and New Developments (END 2017), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.).

Education, in our contemporary world, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings. The International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. The goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues. We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge.

We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2017 received 581 submissions, from 55 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. The conference accepted for presentation 176 submissions (30% acceptance rate). The conference also includes a keynote presentation from an internationally distinguished researcher, Professor Lizbeth Goodman, Chair of Creative Technology Innovation and Professor of Inclusive Design for Learning at University College Dublin; Founder/Director of SMARTlab, Director of the Inclusive Design Research Centre of Ireland, Founder of The MAGIC Multimedia and Games Innovation Centre, Ireland, to whom we express our most gratitude.

This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program we have chosen four main broad-ranging categories, which also covers different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counseling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity); Extra-curricular activities; Assessment and measurements in Education.
- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.
- In **TEACHING AND LEARNING**: Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.
- In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

This book contains the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future,

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal
Conference and Program Chair

Lisbon, Portugal, 24 - 26 June, 2017

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ORAL PRESENTATIONS



ARE ILLUSTRATIONS AND TEXTS IN PICTURE STORYBOOKS INNOCENT? NATURAL ENVIRONMENT MESSAGES TRANSMITTED

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Abstract

This study critically examines the natural environment messages given in the picture storybooks and it's primarily focused on the messages given through the illustrations and the texts of the books written for preschool children. The purpose of this qualitative study, where case study was used, was to examine the illustrations and texts in the picture storybooks for 3-to-6-year-old children with respect to positive and negative natural environment messages. The data was collected by document review and examined by content analysis with the help of 3 forms developed by the researchers. For this purpose, at the beginning of the study, 954 books in the Children's Library located in a leading university in a capital in Europe were scanned. After the copies were eliminated, the remaining books were evaluated, first, whether they were directly related with natural environment, and second, whether they had living organisms - natural environment interaction. As a result, a total of 58 books were analyzed by the researchers. Before analyzing the data, researchers did the reliability and validity tests. At the end of the data analysis, it was found out that the writers and the illustrators were mostly giving positive natural environment messages to young readers but in a few books, maybe unconsciously, they gave negative natural environment messages to children. Accordingly, both kinds of these environmental messages were explained thoroughly and by these messages, some examples of positive/negative environmental perceptions which might occur in children were given.

Keywords: *Picture storybook, illustration, text, natural environment message, preschool.*

1. Introduction

Picture storybooks, one of the leading materials of children's literature, which is crucial for children's language development, especially in preschool, make it easier to acquire information through illustrations. When children meet picture storybooks, they can easily access visual information through the illustrations and written information by the texts. The illustrations that reflect the content of the language used through texts in picture storybooks are the greatest supporters of teachers on effective teaching (Soydan, 2014).

As well as the texts and illustrations in picture storybooks, the characters in the stories are important elements in children's lives. Children learn especially from the behaviors of the characters in the books. This learning can be either positive or unintentionally negative. One of the prominent researchers of the field, Sever (2003, pp. 64-65) describes the strong relationship between the characters in the children's books and the readers with these words: "Children, with the help of characters, learn the events which may easily be experienced. Also, they can get clues about attitudes or behaviors in problem situations. For this reason, the characters in the picture storybooks should be introduced to children for displaying positive behaviors towards nature. Since young children take the characters in the picture storybooks as role models (Bulut & Kusdemir, 2013), it is a fact that characters in these books play a vital role in the personality development of children (Mardi, 2006).

As it is mentioned by Sever (2003), one of the contributions of the illustrations in the picture storybooks is to teach children to be sensitive about the nature they live in. Therefore, to use children's books and especially the illustrations in these books as a support material would be wise in teaching children about global topics like nature (Muthukrishnan & Kelly, 2016) and for children's development of natural awareness.

As Bronfenbrenner (1979)'s research suggests, while working with young children, the child's immediate surroundings need to be taught first. By being role models, children can be taught some behaviors like to clean and protect the environment since young children imitate what they observe.

Children who developed the sense of responsibility about their surrounding environment, may be more thoughtful for social and global nature problems in the future.

With the activities; such as language arts, play and drama in preschools, children can be informed about nature (Ileri, 1998). One of the most important aims of the picture storybooks is to help children love people, nature and life (Cilgin Sinar, 2007; Cakir Ilhan 1994). The more the child gets this feeling at a young age, the more it would be permanent (Cabuk, 2000). Likewise, by stimulating the feeling of curiosity towards their environment, picture storybooks help children have the desire for exploring the nature and also they may give an opportunity to children for developing their imagination (Dincer, 1999). Preschool teachers may scaffold the children for getting information in subjects like importance of nature, sustainability, *harmony with nature* (Orr, 1990) and *consciousness of place* (Capra, 2000) by giving positive nature messages via the books read in their classrooms.

2. Objectives

For this study, studies in Turkey (Alan, 2015; Ugurlu, 2013; Yilmaz Genc & Ozen Uyar, 2016; etc.) particularly related with teaching children about nature by picture storybooks were analysed and it was found out that the number of studies, especially qualitative studies, was limited. Moreover, some of the studies were related with books for elementary school and upper level children (Aydin & Sevinc, 2016; Aslan, 2015; Canbay & Edizer, 2012; etc.). Thus, the purpose of this qualitative study was to examine the illustrations and texts in the picture storybooks for 3-to-6-year-old children with respect to positive and negative natural environment messages. In the light of this purpose, these questions were investigated: (1) Are preschool picture storybooks directly/indirectly related with the topic of natural environment? (2) Which types of living organism-natural environment interactions are found in preschool picture storybooks? (3) Which types of positive/negative natural environment messages in terms of living organism-natural environment interaction are contained in the illustrations and texts in the preschool picture storybooks? (4) What are the perceptions of natural environment in children which can be formed by positive/negative natural environment messages in the illustrations and texts in the preschool picture storybooks?

3. Design

This qualitative study, where illustrations and texts in the picture storybooks were analysed, is a case study. Case study is used for revealing the reasons, thoughts and attitudes when the case is unclear or changeable and content in it is uncertain (Creswell, 2016). In this study, criterion sampling in purposeful sampling method is used. Data received from pictures storybooks by document analysis is resolved by content analysis.

In this qualitative study, validity and reliability studies were made to be evaluated the subject objectively by the researchers. According to Merriam (1988), validity reflects the reality of the collected data in qualitative studies. On the other hand, reliability is about reproducibility of the research results. If the study was repeated and the same results were attained, the study would be reliable.

4. Methods

For the study, data was collected by three forms developed by the researchers. These forms are: (1) "Book Classification Form" used for determining living organism-natural environment interactions, (2) "Book Information Form" used for recording the selected books and (3) "Natural Environment Messages Form" used for determining the positive/negative natural environment messages given in pictures storybooks.

In this study, books which are appropriate for the selected criteria among 8077 books in Children's Library located in a university were analyzed. After defining the criteria, 954 books which are suitable for 3-to-6-year-old children were selected. Then, second and third copies of the books were eliminated and the remaining books (n=671) were examined by the researchers interactively. In the next step, researchers decided whether books have direct/indirect living organism-natural environment interaction and therefore 79 picture storybooks were chosen for analysis. Afterwards, these 79 picture storybooks were crosswise by the researchers to continue analysis individually. Finally, with 58 picture storybooks which researchers agreed to have positive/negative natural environment messages, analysis were completed.

5. Findings, Conclusion and Discussion

It was found out that 62.1% of 58 picture storybooks (n=36) were directly related with natural environment and 37.9% of these books (n=22) were indirectly related with natural environment. Similarly, a study (Uzmen, 1993) in which native language and foreign language picture storybooks were examined. It was found that native language picture storybooks mentioned the topic of “nature-environment” were in the second rank and foreign picture storybooks mentioned the topic of “animals” were in the third rank.

It was stated that out of 58 books, 67.2% of them (n=39) have human-natural environment interaction, 29.3% of them (n=17) have animal-natural environment interaction and 3.5% of them (n=2) have plant-natural environment interaction. At this, the living organism which interacts with the natural environment is the character which is in the book. In contrast to this result, in Sahin & Isitan (2013)’s study, animals characters were the most used ones in the 3-to-6-year-old children’s picture storybooks. Animal characters in the native language books were 53.4%, in the foreign language books, they were 71.4%; human characters in native language books were 31.1%, and in foreign language books, they were 25.7%.

82.8% of 58 books (n=48) examined in the study have positive natural environment messages and 17.2% of these books (n=10) have negative natural environment messages. Given positive natural environment messages in the books with the theme of “more than one nature element”, there are 3 natural environment messages. (“We should protect nature elements.”, “We should take precaution to protect nature elements.”, “We should be aware of the importance of nature elements.”)

Given positive natural environment messages in the books with the theme of “plants”, there are 9 natural environment messages. (“We should recover the damages given to plants.”, “We should try to recover the damages given to plants.”, “We should be concerned about plants to be damaged.”, “We should plan to recover the damages given to plants.”, “We should prevent the plants from damages.”, “We should be aware that plants are living organisms.”, “We should avoid the plants to be damaged.”, “We should be sensitive for plants not to be damaged.”, “We should be aware of negative results of the damages given to plants.”)

Given positive natural environment messages in the books with the theme of “animals”, there are 5 natural environment messages. (“We should be aware of the animals’ habitats.”, “We should help animals.”, “We should be aware that animals are living organisms.”, “We should not be interfere in animals’ habitat.”, “We should try to recover the damages given to animals.”)

Given positive natural environment messages in the books with the theme of “earth”, there are 2 natural environment messages. (“We should recover the damages given to earth.”, “We should prevent the earth from damages.”)

Given positive natural environment messages in the books with the theme of “water”, there are 3 natural environment messages. (“We should be aware of the damages given to water.”, “We should recover the damages given to water.”, “We should raise awareness of others to recover the damages given to water.”)

Given positive natural environment messages in the books with the theme of “air”, there is 1 natural environment message. (“We should raise awareness of others to recover the damages given to air.”)

It is showed that the most messages were given in the topic of “plants”. Similar to this result, in the study of Muthukrishnan and Kelly (2016), 7 children’s books were examined and it was found out that in 32% of the 384 illustrations, only plants were painted.

The illustration and the text of one of the positive messages related with the message of “We should protect nature elements.” were given below:



“This king works for the happiness of his people, he has protected nature with care. He takes care of the trees, prevents the pollution of the water, consciously processes the earth. So the country was covered with forests. The water flowed clearly, the soil gave fertile crops.”

(In the original language) *“Bu kral halkının mutluluğu için çalışır, doğayı özenle korurmuş. Ağaçlarla ilgilenir, suların kirlenmesini önler, toprağı bilinçli işletmiştir. Bu yüzden ülkesi ormanlarla kaplıymış. Sular dupduru akar, toprak bereketli ürünler vermiştir.”*

The message given by the example text and illustration may create a perception in the readers like "If the nature and, in particular, the trees are protected and water pollution is prevented, the water will remain clean. If the soil is consciously processed, the product is obtained in abundant quantities. Protecting nature is the benefit of all living things."

Given negative natural environment messages in the books with the theme of "plants", there is 1 natural environment message ("We can damage plants when we want to."), with the theme of "animals", there is 1 natural environment message ("We can damage animals when we want to"), with the theme of "water", there are 1 natural environment message ("We can remain unresponsive to the damages given to water"). Similarly, Marriott (2002) indicated that in 1074 picture storybooks, the natural characteristics of animals were not reflected and with these kinds of books, children's possibility to gain awareness towards nature would be low.

The illustration and the text of one of the negative messages related with the message of "We can damage plants when we want to." were given below:



"'Quickly bring me the ax!' Jack dropped the bean tree by three strikes."

(In the original language) "'Çabuk bana baltayı getir!' diye seslenmiş. Jack üç balta vuruşuyla fasulye ağacını yere sermiş."

The message given by the example text and illustration may create a perception in the readers like "It is acceptable for people to destroy plants for their profits."

6. Suggestion

Since preschool children were younger, their knowledge and experiences may lead their behaviors in the future. For this reason, the writers of preschool picture story books should be careful about giving positive natural environment messages to the children. Parallel to this, the illustrators of these books should evaluate the messages given in the illustrations hidden and obvious natural environment messages attentively. It should be considered that these messages can cause improper natural environment perceptions in young children.

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