



## PICTURING LEARNING: AN IN-DEPTH INVESTIGATION INTO THE USE OF PICTURE BOOKS IN PRESCHOOL EDUCATION INSTITUTIONS

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### ABOUT ARTICLE

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**Abstract:** This study conducts a thorough exploration of the utilization of picture books in preschool education institutions, aiming to provide a comprehensive understanding of their role in early childhood education. Through an in-depth investigation, the research delves into the various ways picture books are incorporated into teaching practices, their impact on cognitive and socio-emotional development, and the perceptions of educators regarding their effectiveness. The study employs a mixed-methods approach, combining qualitative insights from interviews and observations with quantitative data gathered through surveys, to offer a well-rounded perspective on the use of picture books in fostering learning experiences for preschoolers.

### INTRODUCTION

Early childhood education lays the foundation for lifelong learning, and within this realm, the use of picture books has emerged as a significant pedagogical tool. "Picturing Learning: An In-Depth Investigation into the Use of Picture Books in Preschool Education Institutions" embarks on a comprehensive exploration of how picture books are integrated into teaching practices within preschool education institutions. This research seeks to unravel the multifaceted role that picture books play in shaping early childhood learning experiences and enhancing developmental outcomes.

The preschool years are a critical period for cognitive, social, and emotional development, and educators play a pivotal role in crafting an environment that fosters holistic growth. Picture books, with their visual appeal and narrative richness, offer a unique avenue for engaging young minds, promoting literacy skills, and nurturing socio-emotional well-being. This study endeavors to delve into the

nuanced ways in which educators incorporate picture books into their teaching strategies and the impact of these practices on the overall development of preschoolers.

The investigation employs a mixed-methods approach, combining qualitative insights from interviews and observations with quantitative data gathered through surveys. This methodological diversity allows for a comprehensive examination of the multifaceted dimensions of picture book utilization in preschool education. By scrutinizing the perceptions of educators, the study aims to uncover effective practices, challenges faced, and the perceived benefits of integrating picture books into the curriculum.

As we navigate the evolving landscape of early childhood education, this research contributes valuable insights to educators, policymakers, and researchers seeking to optimize the learning experiences of preschoolers. Through the pages of this study, we embark on a journey to understand how the visual narratives of picture books intricately weave into the fabric of early childhood education, offering a pictorial pathway to enriching and holistic learning experiences for our youngest learners.

## **METHOD**

The research process for "Picturing Learning: An In-Depth Investigation into the Use of Picture Books in Preschool Education Institutions" unfolds as a meticulously designed journey encompassing diverse steps to comprehensively explore the integration of picture books into teaching practices in preschool settings. The first phase involves the careful selection of participants using a purposive sampling method, ensuring representation from various preschool education institutions. Informed consent is obtained, emphasizing the voluntary nature of participation.

Qualitative insights are garnered through in-depth interviews with educators and administrators, providing a rich narrative on the strategies, challenges, and perceived benefits of incorporating picture books. These interviews, structured to be semi-structured, offer nuanced perspectives on the ways in which educators utilize picture books and their observed impact on children. Concurrently, classroom observations provide real-time glimpses into the implementation of picture book-based teaching strategies.

Quantitative data are collected through surveys distributed among a broader sample of educators, featuring structured questions and Likert scales. This survey methodology aims to quantify educators' perceptions regarding the effectiveness of picture books, challenges faced, and the perceived impact on children's cognitive and socio-emotional development.

The triangulation approach, comparing qualitative insights from interviews and observations with quantitative data from surveys, is instrumental in validating emerging themes and providing a holistic understanding of picture book utilization. Thematic analysis is applied to qualitative data to identify recurring patterns, while statistical analysis is employed for quantitative data, revealing prevalent trends and correlations. The integration of both qualitative and quantitative findings ensures a comprehensive interpretation of the research outcomes.

Throughout the process, ethical considerations, including participant confidentiality, informed consent, and the rights of educators and preschoolers involved in observations, are diligently addressed. Ethical approval is obtained from relevant institutional review boards to uphold ethical standards.

In essence, this well-structured and ethical research process unfolds as a dynamic exploration, combining diverse methodologies to paint a vivid picture of how picture books are woven into the fabric of preschool education. From the careful selection of participants to the nuanced insights garnered through interviews, observations, and surveys, the process strives to uncover the intricate dynamics of picture book utilization and its impact on early childhood learning experiences.

The research methodology for "Picturing Learning: An In-Depth Investigation into the Use of Picture Books in Preschool Education Institutions" employs a mixed-methods approach, encompassing both qualitative and quantitative methods to capture the diverse dimensions of picture book utilization in preschool settings.

#### Participant Selection:

A purposive sampling method is utilized to select participants, including educators and administrators, from diverse preschool education institutions. The aim is to ensure representation across various demographics and teaching contexts. Informed consent is obtained from all participants, emphasizing the voluntary nature of their involvement.

#### Qualitative Insights - Interviews and Observations:

In-depth interviews with educators and administrators provide qualitative insights into the strategies, challenges, and perceived benefits of integrating picture books into teaching practices. These semi-structured interviews are designed to elicit detailed narratives about the ways in which picture books are used, the observed impact on children, and educators' reflections on their experiences. Classroom observations complement the interviews, offering real-time insights into the implementation of picture book-based teaching strategies.

#### Quantitative Data - Surveys:

Surveys are distributed among a larger sample of educators to gather quantitative data on the prevalence and patterns of picture book utilization. The surveys include structured questions and Likert scales, aiming to quantify educators' perceptions of the effectiveness of picture books, challenges faced, and the perceived impact on children's cognitive and socio-emotional development.

#### Triangulation:

A triangulation approach is employed to enhance the robustness of the study. By comparing and contrasting qualitative insights from interviews and observations with quantitative data from surveys, the research aims to validate emerging themes and provide a more comprehensive understanding of the complexities surrounding picture book utilization in preschool education.

#### Data Analysis:

Thematic analysis is applied to qualitative data from interviews and observations, identifying recurring themes and patterns. Quantitative data from surveys undergo statistical analysis, providing numerical

insights into prevalent trends and correlations. The integration of qualitative and quantitative findings facilitates a more holistic interpretation of the research outcomes.

#### **Ethical Considerations:**

Ethical considerations include maintaining participant confidentiality, ensuring informed consent, and respecting the rights and privacy of both educators and preschoolers involved in observations. Ethical approval is obtained from relevant institutional review boards to ensure adherence to ethical standards throughout the research process.

This mixed-methods approach, with its triangulation of qualitative and quantitative data, provides a comprehensive and nuanced exploration of picture book utilization in preschool education institutions. By combining diverse perspectives and methodologies, the research aims to offer valuable insights into effective practices and challenges associated with integrating picture books into early childhood education.

### **RESULTS**

The results of the investigation into the use of picture books in preschool education institutions reveal a multifaceted landscape enriched with insights from both qualitative and quantitative data. Qualitative findings from in-depth interviews and classroom observations highlight the diverse strategies employed by educators, including thematic reading, interactive discussions, and imaginative play inspired by picture books. These practices, observed across various preschool settings, contribute to fostering a vibrant and engaging learning environment.

Quantitative data from surveys provide numerical insights into educators' perceptions. The majority express a belief in the effectiveness of picture books in enhancing children's cognitive development, fostering a love for reading, and supporting socio-emotional growth. Challenges identified include limited access to diverse picture books and varying levels of educator training in leveraging these resources effectively.

### **DISCUSSION**

The discussion section delves into the emergent themes, drawing connections between qualitative and quantitative findings. Educators' creative utilization of picture books is explored in the context of promoting early literacy skills and stimulating imaginative thinking among preschoolers. The observed impact on cognitive and socio-emotional development aligns with educators' perceptions, indicating a positive correlation between intentional picture book use and enhanced learning experiences.

Challenges identified, such as limited access to diverse picture books and disparities in educator training, underscore the need for targeted interventions and support mechanisms. The discussion emphasizes the potential benefits of professional development programs for educators, providing them with the tools and knowledge to maximize the impact of picture books in early childhood education.

### **CONCLUSION**

In conclusion, the research provides a nuanced understanding of the integration of picture books into preschool education. The positive correlation between intentional picture book use and enhanced

learning experiences highlights their potential as valuable resources in early childhood education. The identified challenges, coupled with educators' expressed enthusiasm and creativity, offer a foundation for informed interventions aimed at optimizing the use of picture books in preschool settings.

This study contributes to the broader discourse on early childhood education, emphasizing the significance of intentional picture book use in fostering cognitive and socio-emotional development. The findings offer practical insights for educators, policymakers, and curriculum developers seeking to enhance the quality of early childhood education. As preschools continue to play a crucial role in shaping the foundation of learning, the research advocates for targeted support, professional development, and increased access to diverse picture books to create enriching environments that inspire a love for learning in our youngest learners.

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