

SUSTAINABLE ACTIONS IN PICTURE STORYBOOKS FOR 4-TO-6-YEAR-
OLDS: A CONTENT ANALYSIS WITH RESPECT TO 7R

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ABSTRACT

SUSTAINABLE ACTIONS IN PICTURE STORYBOOKS FOR 4-TO-6-YEAR- OLDS: A CONTENT ANALYSIS STUDY WITH RESPECT TO 7R

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The present study aimed to investigate picture storybooks in terms of 7R (Reduce, Reuse, Respect, Rethink, Reflect, Recycle, Redistribute) that addresses the three pillars (environmental, socio-cultural and economic) of Education for Sustainable Development (ESD). In scope of the current study, 598 picture storybooks written for 4-6 year-olds that published between 1995 and 2014 were explored through content analysis.

Results of this exploration pointed that 70.7% of the sample included at least one sustainable action in terms of one of the three pillars; 18.7% of them included action related to environmental pillar; 61% of them included actions related to socio-cultural pillar; and 6.7% of them included actions related to economic pillar. Findings revealed that the picture storybooks hold a great potential addressing ESD. However, pillar base reflections particularly for environmental and economic pillar are noticeably low.

Furthermore, it was revealed that 15.1% of picture storybooks contained sustainable actions related to Reduce, 4.7% of them contained sustainable actions related to Reuse; 41.7% of them contained sustainable actions related to Respect, 14.5% of them contained sustainable actions related to Rethink, 9.5% of them contained sustainable actions related to Reflect, 0.7% of them contain sustainable actions related to Recycle, 6% of them contain sustainable actions related to Redistribute. Apart from those, it was found that 89.7% of the books do not introduce any specific concept related to ESD.

Keywords: Picture storybooks, 7R, Education for Sustainable Development, Content Analysis

ÖZ

4-6 YAŞ RESİMLİ ÖYKÜ KİTAPLARINDA SÜRDÜRÜLEBİLİR EYLEMLER: 7R'YE GÖRE BİR İÇERİK ANALİZİ ÇALIŞMASI

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Bu çalışma resimli öykü kitaplarını Sürdürülebilir Kalkınma İçin Eğitim'in üç bileşenini (çevresel, sosyo-kültürel ve ekonomik) karşılayan 7R (Azalt (Reduce), Tekrar Kullan (Reuse), Saygı Göster (Respect), Sorgula (Rethink), Yansıt (Reflect), Gerikazan (Recycle), Yenidendağıt (Redistribute))'ye göre araştırmayı amaçlamıştır. Çalışma kapsamında 1995 ve 2014 yılları arasında basılmış ve 4-6 yaş grubuna hitapeden 598 resimli öykü kitabı içerik analizi yöntemi kullanılarak incelenmiştir. Araştırma sonuçlarına göre inelenen kitapların %70.7'si üç bileşenden birine hitapeden en az bir sürdürülebilir eylem, %18.7'si ekonomik bileşenle ilgili en az bir eylem, % 61'i sosyo-kültürel bileşenle ilgili en az bir eylem ve %6.7'si ekonomik bileşenle ilgili en az bir eylem içermektedir. Bulgular resimli öykü kitaplarının Sürdürülebilir Kalkınma İçin Eğitim açısından büyük bir potansiyele sahip olduğunu göstermiştir. Fakat bileşenlere göre incelemeler özellikle çevresel ve ekonomik bileşen

açısından fakedilir derecede düşük sonuçlara ulaşıldığını sergilemektedir. Bunun dışında, resimli öykü kitaplarının %15.1'inin Azalt'la ilgili, %4.7'sinin Tekrar Kullan ile ilgili, %41.7'sinin Saygı Göster ile ilgili, %14.5'inin Sorgula ile ilgili, %9.5'inin Yansıt ile ilgili, %0.7'sinin Gerikazan ile ilgili ve %6'sının Yenidendağıt ile ilgili öğelere yer verdiği görülmüştür. Ayrıca kitapların %89.7'sinin Sürdürülebilir Kalkınma İçin Eğitim ile ilgili özgül kavramlar içermediği gözlenmiştir.

Anahtar Kelimeler: Resimli Öykü Kitapları, 7R, Sürdürülebilir Kalkınma İçin Eğitim, İçerik Analizi

To Little Black Fish

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LIST OF ABBREVIATIONS

WCED	World Commission on Environment and Development
UN	United Nations
UNCED	United Nations Conference on Environment and Development
ESD	Education for Sustainable Development
OMEP	World Organization for Early Childhood Education

CHAPTER I

INTRODUCTION

Earth has being a habitat to numerous species for over thousands of years and it is hoped to continue as the habitat of life for future generations. However, its capacity has become a question due to the large effects of hazardous actions of human beings on the planet such as global warming. Earth's potential to supply clean air and adequate amount water, fertile land and oceans, and resources for the world's crowded human population and for the millions of other species unfortunately lags behind unsustainable living of the humanity (Davis, 2010). Until now, a serious number of actions took place in order to draw humans' attention to this notion worldwide.

Brundtland Report published by World Commission on Environment and Development (WCED) was one of the important attempts to create a worldwide awareness on sustainable development, which is defined as 'the development that meet the needs of the present without compromising the ability of future generations to meet their needs' (WCED, 1987, p.43). The report was accepted by United Nations (UN) General Assembly, and in 1992, the leaders from all around the world made recommendations for sustainable development at the UN Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil (Drexhage & Murphy, 2010). The Conference, also referred as the Earth Summit, declared that sustainable development has three interrelated pillars (UNCED, 1992) as social development addressing well-beings and perpetuation of humankind in aspect of politics, culture and society such as participatory decision-making, respect to diversity, and equity for all; economic development referring viable consumption matters with respect to meeting basic needs and usage of energy, products and materials which may diminish hazardous effects on environment and natural sources; and environmental protection focusing the issues of continuity of the life on Earth with duty of saving future and

present generations in addition to be conscious about concerns of bio-diversity, environmental protection, etc. (Siraj-Blatchford, Smith & Pramling Samuelsson, 2010). Furthermore, it was proposed that education has an important role in reaching sustainable development (UNCED, 1992). Following Earth Summit, UN stated that the period between 2005 and 2014 would become a decade of education for sustainable development (ESD) (UNESCO, 2005) and Gothenburg Recommendations (2007) concluded that early childhood years include the necessary capacity to contribute to and comprehend the sustainable development (Davis et al, 2009). ESD is the involvement of the three pillars of sustainable development into teaching content (Hedefalk, Almqvist & Östman, 2014). It is both discovering content areas for education and merging values related to democracy, equity and solidarity (Hagglund & Pramling Samuelsson, 2009) therefore, early childhood educators need to construct educational implications addressing all three pillars (Siraj-Blatchford et al., 2010). Based on the proposals of those actions, researchers, educators and related persons have been called for contributing to ESD starting from the early years.

It is believed that ESD should begin with early childhood education since it is the period that young children experience environmental issues and develop their primary values and attitudes (Didonet, 2008; Pramling Samuelson & Kaga, 2008; Siraj-Blatchford et al. 2010). Moreover, there is evidence that they are suited to think about socio-environmental points (Siraj-Blatchford et al. 2010). Apart from that, ESD and early childhood education share same origin in terms of methodology such as daily activities of a typical early childhood education (Davis, 2009). Those common features of being integrated, child-centered, and inquiry-focused, etc. provide easy utilization of the ESD in the field of early childhood education. What's more, the greater consequences could be reached if the notion of ESD is proposed as early as possible (Siraj-Blatchford et al. 2010).

The World Organization for Early Childhood Education (OMEP) (2011) has started an ongoing project to invite educators, researchers, parents and related individuals to take ESD in practice. Within the scope of this project many studies and practices took place all around the world with direct guidance of 7R framework (Reduce, Reuse, Respect,

Rethink, Reflect, Recycle and Redistribute) as proposed by OMEP (2011) with respect to three pillars of education for sustainable development or the initiation of 7R ideas. Although it seems to be a challenge to integrate those activities into early childhood curriculum, it is very likely to enrich existing curriculum and practice with sustainable actions since ESD does not contradict with traditional methods of early childhood education (Kaga, 2008). In fact, problem solving, creative thinking, active learning, values education and storytelling are the typical features of traditional early childhood education and ESD (OMEP, 2011).

Following this notion, children's literature, as being part of the daily routine of a typical early childhood setting via story telling times and literature activities, could be a method for ESD. Teachers may find it challenging to integrate sustainability concepts into daily education since they might have little or no instruction about those concepts during their own schooling (Powers, 2004). However, children's literature, as they present experiences of humans all around the world, is a good way for teachers to introduce sustainability (Spearman & Eckhoff, 2012).

Children's literature is quite important in terms of language development, learning reading and writing, fluent speaking, improvement in perception, acquiring knowledge about the social environment and the culture (Gönen & Veziroğlu, 2013). Beginning from birth, children are "veritable language sponges" who capture new vocabularies and sound patterns. Thus, during this period, adults' responsibility is to provide a fruitful environment with opportunities of language use (Russell, 2001). The books as the image of children's literature may contribute to this environment as a source of desired sound patterns and new words and a communication tool as talking through. Furthermore, the children's literature supports cognitive development of young children through facilitating space for observation, comparing and contrasting, classifying and analyzing and fostering social development by presenting cultural features and societal values (Sever, 2008). Children construct their own ideas and attain more universal attitude with the opportunity brought by literature (Bradbery, 2013). Via good work of literature, children can manage to envision interrelatedness between people, society and nature (Wason-Ellam, 2010).

One of the good works of children's literature, which is in general written exclusively for the young children, is picture storybook (Lynch-Brown & Tomlinson, 1999). It is a type of picture book which has a plot, and its plot is presented via contributions of both the text and the illustrations of the book (Russel, 2001). Picture storybooks are the daily tools of a typical early childhood education which can be utilized for the purpose of providing a smooth transition between activities, introducing some rules and having fun (Shine, 1995). Library centers filled with picture storybooks are suggested to locate in each preschool classroom (MONE, 2013). That is to say that picture storybooks are naturally accessible for young children. While reading the picture storybooks the audience attain deeper understanding of the story thanks to illustrations (Wason-Ellam, 2010). Those books improve comprehension skills of children and provide them to learn about and to be aware of their environment (Gönen & Güler, 2011).

Picture storybooks have various potential to contribute education of young children. The plot and the theme in the picture storybooks invite children to question and establish cause-effect relationship between the events (Ural, 2013), aims desired by early childhood education and ESD. Furthermore picture storybooks include various types of genres such as traditional literature, modern fantasy, realistic fiction (Russell, 2001) which young children could engage in their daily life based on their interests. This engagement may serve as a tool to introduce sustainable living practices to young children. Moreover picture storybooks present a great experience with its well-built, detailed illustrations. Those illustrations provide a unique opportunity that any other media cannot. Via exploration of these pictures over and over again, children can attain detailed information; furthermore, since the picture may capture a particular moment of an event or a living thing which could be dangerous to explore via direct observation at times, it is the most desirable way for the early discovery (Pringle & Lamma, 2005). Literally, young children have limited opportunity compared to adults in terms of confronting directly with world of nature, which makes them more rely on texts and illustrations (Marriott, 2002).

Aside from those, books exhibit the existing habits, life-styles and concerns of a society wherein they are published (Gooden & Gooden, 2001). Thus, socialization role of picture books are of paramount importance. The themes, messages and attitudes and actions of characters in books are closely associated to cultures in which the books emerge. Respectively, those reflected in books may form the expectations, views and actions of citizens regarding to a particular issue (Mariott, 2002; Sandefur & Moore, 2004) Thus, many claim that books affect young children's early attitudes formation.

Related to abovementioned issues, the study undertaken by Spearman and Eckhoff (2012) demonstrated that young learners can benefit from children's literature as a way to introduce sustainability. The pre-service teachers used a picture storybook as a tool for sustainability related topic introduction with children from Pre K to 6 grade levels in the scope of this study. It is noted that young children commented on cultural, economic and environmental issues with respect to the story. As a very good example of the illustration usage another study explored the empathy development of 52 young children of age from 3 to 5 years towards animal protection through prepared exercises of teaching materials as cat and dog illustrations in scope of a project in Sweden, in 2012. After the implementation, it is found that teaching materials had an impact on empathy development of young children (Svensson, 2013). What's more, another research study conducted by Bradbery (2013) with preservice teachers as part of the practice teaching course by utilizing the five children's books of Australasian Literature in order to present the sustainability to children exercised the same assumption. The participants were guided by five tutors in terms of strategy to use with children. The study concludes that this method provides opportunity to address elements of sustainability. Apart from those, Hsiao and Shih (2015) validated that using picture books with preschool children serves teaching green concepts and ecofriendly usage of the sources. After exposure to eight picture books related to environmental education a group of 12 young children who are 5-6 years of age attained knowledge related to environmental protection and displayed actions for saving the resources.

Based on the research studies presented above, it could be concluded that using children's literature as a way to introduce sustainable actions is a relatively new concept (Spearman & Eckhoff, 2012). The findings mentioned above shed light on the role of the books in terms of cultivating children's knowledge and awareness related to eco-friendly and peacefully life on Earth. Picture storybooks are distinguished tools to introduce sustainability since they are easily accessible for young children; in daily use within early childhood education (Shine, 1995); and can exhibit universal experiences of humans related to social, cultural, economic and political issues (Spearman & Eckhoff, 2012) as well as the message of environmental protection through depictive text and illustrations (Wason-Ellam, 2010).

1.2 Significance of the Study

Young children's learning for sustainability may begin in various formal or informal settings such as family, neighborhood, school, playground, etc. (Kaga, 2008). Picture storybooks could be an easily accessed material for all those settings. They could stimulate children to care for nature as they are exposed to expressive text and illustrations related to outdoor experience (Wason-Ellam, 2010). Nonetheless, the trend of sustainability is new in children's literature (Spearman & Eckhoff, 2012) although there have been many works covering the topic of ecology or environment (Rule & Atkinson, 1994). Fewer study explored the potential of using children's literature to communicate universal citizenship and contribute to eco-friendly living for present and future (Bradbery, 2013).

Existing studies generally centers around the environmental pillar of the sustainable development. To name a few, Rule and Atkinson (1994) explored 30 ecology related picture books in terms of the environmental message and the quality of artistic and literary elements. The researchers identified seven picture books under the topic of endangered species, six picture books related to destruction of habitats and forest, eight picture books of pollution and nine land use and overpopulation themed picture books. Similarly, Marriott (2002) conducted a content analysis study with 1.074 picture books, 996 of which were picture storybooks and 78 of which were information books,

in order to examine the representation of the nature. Marriott claims that those books misinform young children since they converted and tamed the animals and their habitats and that only about 2% of the sample were appropriate for the environmental education.

In the same manner of addressing environment, Boudreaux (2006) examined 33 bestselling children's books for 0-8 year-olds in the United States published during the year of 2003 in terms of appearance of environment and goals of the environmental education. The study concluded that those books include the human superiority over nature and the goals of the environmental education are not met or not included. Apart from that, Williams et al. (2012) investigated the 296 award winning picture books that were published between 1938 and 2008, in order to indicate in which ways the environment was illustrated in picture books and whether there is a change based on the time. The research findings exhibited that there is a change in portrayal of environment from natural environment towards built environment and a decrease in illustration of the human environment interaction.

Moreover, some researchers examined some fundamental issues that need to be mentioned in picture books in order to cultivate young children's consciousness and knowledge which could be part of socio-cultural pillar of sustainable development. Eisenberg (2002) examined the children's books in terms of possible gender and ethnic minority bias represented. According to the results, ethnic minorities are underrepresented and Asian originated characters were depicted negatively more frequently than African or Native American's. Another important issue of socio-cultural pillar, which is gender equity, was addressed in the content analysis study of Paynter (2011). Paynter repeated a previous study in order to explore whether there is a change in representation of female characters and existence of gender stereotypes over time. Results of the inquiry of three Caldecott Medal/Honor books and 48 bestselling picture books published in 2010 demonstrated that mostly stereotyping and lack of images of females have changed in a positive direction, yet there are significantly more male than female writers and illustrators, more anthropomorphized male main characters and illustrations while there is no female assertive/aggressive

characters. Apart from that the content analysis of social class image in awarded and honored books is another meaningful study in this domain. Forest (2014) investigated 42 books having Newbery Medal or Honor from 2004 to 2013 and concluded that there were thirty one attributions to groups of upper class, middle class, working class and poor some of which were positive while some of which referred negative stereotypes.

While the findings of the abovementioned studies were significant for the field of ESD, it is lacking in terms of covering the all three aspects of sustainability. The studies mentioned above focus on only environmental or only socio-cultural pillar with relatively small sample sizes. It could be seen that there is a need to a research study to summarize the potential of picture storybooks in terms of all three pillars.

As for Turkey, there is no existing study referring to this issue in the accessible literature as well. Present studies address one aspect of sustainability as well. For instance, Ünal (2010) investigated a very important issue which is the representation of disabled people in children's books published between 1969 and 2009 and came up with a result that although there is a positive change in the description, disabled people are still portrayed as 'different' people who are in need. Yet there are a few examples in which they are described as equal participants of society. Similarly, Karaman-Kepenekçi and Aslan (2011) conducted a content analysis study with 81 books for early childhood years in terms of the children's rights. According to findings, rights to development were the most referred ones, while rights to protection and rights to participation were the least covered.

Another study which could be examined under the scope of socio-cultural pillar is the study of Dirican. Dirican (2013) investigated the 135 picture story books which were published between 2005 and 2012, in terms of presented values and in which frequency those were addressed. According to results of the study, love was the most mentioned value in the text and sharing was the most addressed value in the illustrations of the story while peace was the least covered values in both of them.

Other than studies on the socio-cultural pillar, there is a meaningful study from Turkey which refers to environmental pillar. 80 picture books which included environmental

elements and which were published between 1995 and 2010 were explored by Gönen and Güler in 2011. The age group of the books ranged from 2 to 12 years old. According to results of the study, majority of the books were founded qualified based on the content and physical characteristics; books which addressed the environmental units were generally published for the age group of 6 and older; and the most common elements of environment were nature and non-human species.

As those studies remark, there is a gap in addressing all three pillars of sustainable development. Related studies of picture storybooks mentioned above address values education, children's rights, disabled people, and portrayals of environment which means they only refer to one pillar of sustainable development. In fact, referring all three pillars is crucial since difficulties confronted by humanity which need immediate attention have impacts on environment in local, regional and global aspects in addition to social and economic development (Siraj-Blatchford et al. 2010). Thus, ESD has been grounded on the priority of the integration of environmental, cultural, social and economic elements (Hagglund & Prammling Samuelsson, 2009). Therefore, the present study aims to fill this gap and to investigate the potential of picture storybooks in terms of all three pillars of ESD.

1.3. Purpose of the Study

Purpose of the current study is to examine the picture storybooks for 4-6 year-old children which were published in 1992 and onwards in terms of three pillars (environmental, socio-cultural and economic pillars) of ESD with regards to the framework of 7R (Reduce, Reuse, Respect, Respect, Rethink, Reflect, Recycle and Redistribute) developed by OMEP (2011). The researcher aims to describe the various elements related to education for sustainable development within the picture storybooks by exploring the title, title picture, plot and the pictures.

In light of the information presented above, the current study aimed to answer the following questions:

1- What are the descriptive characteristics (year of publication, publisher information, origin of the book, age group, receiving a literary award or not, containing a specific concept related to ESD) of picture storybooks which are written for 4-6 year-olds?

2- What is the potential of picture storybooks for 4-6 year-olds in terms of presenting examples of sustainable actions with regards to 7R which are dedicated to 3 pillars of ESD?

- a) What is the variation of picture storybooks for 4-6 year-olds in terms of representing 3 Pillars (Environmental, Socio-cultural and Economic) of ESD?
- b) What is the variation of sustainable actions which are reflected in picture storybooks for 4-6 year-olds with regards to Reduce and Reuse addressing environmental pillar of ESD?
- c) What is the variation of sustainable actions which are reflected in picture storybooks for 4-6 year-olds with regards to Respect, Rethink and Reflect addressing socio-cultural pillar of ESD?
- d) What is the variation of sustainable actions which are reflected in picture storybooks for 4-6 year-olds with regards to Recycle and Redistribute addressing economic pillar of ESD?

3- What is the variation of sustainable actions implied in picture storybooks for 4-6 year-olds according to publishing year?

4- In what ways do picture storybooks for 4-6 year-olds represent the examples of sustainable actions that address the 7R words?

1.4. Definition of Terms

Education for Sustainable Development (ESD): ESD is the renovating of the education in a way that it contributes the sustainable future for mutual benefits of existing and next generations following the principles of ‘interdisciplinary and holistic, values-driven, critical thinking and problem solving, multi method, participatory decision making, applicability and locally relevant’ (UNESCO, 2005)

Picture storybook: Picture storybook is a specific form of picture books which has a plot, and its plot consists of the contributions of both the text of the book and the illustrations (Lynch-Brown & Tomlinson, 1999).

Reduce: It aims doing more using less, like reducing the energy consumption via turning off the lights when there is no need in terms of environmental pillar of ESD (Duncan, 2011).

Reuse: It is simply reusing the old things in various ways such as drawing on both pages and creating exchange corners for non-used items, for serving the environmental pillar of the ESD (Duncan, 2011).

Respect: It is under the socio-cultural pillar of ESD. It includes respecting the children and their proficiency and their rights, respecting the nature and other living circumstances without a superior feeling (Duncan, 2011).

Rethink: It is about rethinking the changing nature of the values such as questioning consumption culture and discovering creative ways to express oneself as a part of socio-cultural pillar of ESD (Duncan, 2011).

Reflect: It means to provide making reflections of different cultures and conditions with respect to socio-cultural pillar of ESD (Duncan, 2011).

Recycle: It includes sorting out the waste, recycling the waste, making the compost so that someone else can use it. These are the ideas behind the recycle addressing the economic pillar of ESD (Duncan, 2011).

Redistribute: With respect to economic pillar of ESD, using resources in a more fair way, such as making donation project for those in need (Duncan, 2011).

CHAPTER II

LITERATURE REVIEW

Present chapter introduces the related literature and summarizes the research about children's literature and ESD while focusing on young children.

2.1. Education for Sustainable Development

The roots of ESD have grounded on environmental movement. Due to the hazardous effect of humankind on Earth, which is the habitat of all creatures as well as humans, the environmental concerns have become an important issue of the education process for four decades; an aspect namely referred as environmental education (OMEP, 2011). The worldwide conference which took place in Tbilisi in 1977, stressed the importance of environmental education to overcome the problems related to Earth; this conference may be considered as the origin of ESD (Davis, 2010). Ten years after that conference, Brundtland Report published by World Commission on Environment and Development (WCED) (1987), existed as one of the important attempts to make worldwide awareness on sustainable development.

Bruntland Report defines the sustainable development as in the following part, with regards to two pivot points:

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

...the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs (WCED, 1987, p 43).

The report has gained an important status by United Nations (UN) General Assembly's acknowledgment and in 1992, leaders worldwide made recommendations for

sustainable development at the UN Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil (Drexhage & Murphy, 2010). The Conference also referred as the Earth Summit declared that sustainable development has three interrelated pillars as social development, economic development, and environmental protection (UNCED, 1992). Furthermore the international action plan of Agenda 21 compromised by Earth Summit Conference (1992) proposed the role of education as achieving sustainable development and enhancing the potential of humanity about the issues related to environment and development in chapter 36. Afterwards, Earth Summit + 5 in 1997 and World Summit in 2002 were the other global conferences, which reported the current status in terms of success and underlined the need for further action in international and local level due to failure in implementation (Drexhage & Murphy, 2010). Following this progress, UN declared that the period between 2005 and 2015 would become a decade of ESD and proposed that the methods, the implementation process and the content of sustainable development should be involved in all facets and stages of the education in a way addressing three pillars (UNESCO, 2005). In addition, the concepts of 'life-long learning, culturally applicability and locally relevance, engagement of non-formal, formal and informal education, accommodating evolving concept of sustainability, addressing the content and taking into account context, global issues and local priorities, building civil capacity to community-based decision-making, social tolerance, environmental stewardship, adaptable workforce and quality of life, being interdisciplinary, and using various technique for participatory learning and higher-order' were identified as the pivot features of ESD (UNESCO, 2005, pp 30-31).

ESD stands on values and basics of equity between genders and generations, respect to civil rights, moderating poverty, conservation and renovation of environment, protection of natural resource, social harmony and empathic community etc., which regulate sustainability (UNESCO, 2005). It is the involvement of the three interdependent pillars of sustainable development into education practices (Hedefalk et al., 2014). It focuses on discovering content areas for education of environmental protection and of values related to democracy, equity and solidarity (Hagglund &

Pramling Samuelsson, 2009). As a result, the challenge is constructing educational implications by addressing all three pillars (Siraj-Blatchford et al., 2010). At this point, the scope of the three pillars should be explored.

The three pillars of ESD are socio-cultural pillar, environmental pillar and economic pillar. The socio-cultural pillar engages with international, national and local considerations which influence the quality and maintenance of humanity in political, cultural and societal bases such as participatory decision-making, respect to diversity, and equity for all participants of the society. The environmental pillar deals with concepts like bio-diversity, environmental protection and the relation between human-nature interaction for humanity and continuity of the life on Earth with specific focus on taking responsibility for the future and present in addition to be well-informed about those concerns. Issues of sustainable consumption related to the meet of basic needs, energy use, product and materials usage which may decrease the burden on environment and natural sources are the concern of economic pillar (Siraj-Blatchford et al., 2010). Those three pillars interrelate to each other. For example, it is claimed that unsustainable economic growth is damaging the environment (Opp & Saunders, 2012). What's more, the damages in environment results in poverty, health problems and inevitable departures of colonies (Siraj-Blatchford et al., 2010). As proposed by Spearman and Eckhoff (2002), the urgency to the ESD will become greater as the environmental, societal and economic problems are the central issues of the everyday lives of the individuals.

2.1.1. ESD for young children

ESD is a relatively new and developing concept in early childhood education (Davis, 2009). After UN declared the goals of Decade of Education for Sustainable Development (UNESCO, 2005), a workshop named "The role of early childhood education for a sustainable society" was held in Gothenburg in 2007 (Pramling-Samuelsson & Kaga, 2008). Gothenburg Recommendations (2007) included that early childhood years provide required potential to contribute to and comprehend the sustainable development (Davis et al., 2009). Those years are believed to be the period that young children develop their primary values and attitudes, and experience socio-

environmental issues (Didonett, 2008; Pramling Samuelsson & Kaga, 2008; Siraj-Blatchford, et al. 2010).

The introduction of the sustainability issues in early years of age is supported by the notion that children will attain greater comprehension of that challenging issue via using the base of this early conception (Spearman & Eckhoff, 2012). Apart from that, ESD and early childhood education share the same origin in terms of methodology, such as daily activities of a typical early childhood education (Davis, 2009). The following common features as problem solving, creative thinking, active learning, values education and storytelling provide easily utilization of the ESD in the field of early childhood education (OMEP, 2011).

In line with this notion, OMEP (2011) has started a project to invite educators, researchers, parents and related individuals to take ESD in practice in 2010, in order to broaden the existing OMEP World Project on ESD. The first part of the project consists of interviewing children about the OMEP Congress Logo of 2010, with the questions facilitated by OMEP. Results of the first part exhibited that young children thought about environmental issues and what can be done related to these issues and also they had knowledge about the environment and the responsibilities of people about it. Therefore, it was put forward with a second part referring actions. The scope of the second part of the project included many studies and practices from all around the world with regards to 7R (Reduce, Reuse, Respect, Respect, Rethink, Reflect, Recycle and Redistribute) as proposed by OMEP (2011), with respect to 3 pillars of education for sustainable development or the initiation of 7R ideas. 7R was first referred in the Brundtland Report (1987) to provide an easier root for the implication of ESD. The OMEP contributed to 7R and took it a step forward in terms of addressing socio-economic, environmental and economic pillars with particular conception via effort of Duncan (2011):

Reduce - we can do more with less

Reduce the amount of toys bought, and make it possible to give something back. Think about what we buy.

Reuse – make more use of old things

Draw on both pages and copy on both pages. Design an ‘exchange corner’ where parents can bring things their children don’t need any more and get things their children need. Make new toys from used articles / trash, make instruments and decoration (from empty cans). Ask parents to deliver material they don’t use any longer. Reuse computer parts in an owl birdhouse project

Respect – the rights of the child

It is about learning to be fond of nature, to respect nature, but also to respect children and their competences. To talk about the children living under different living conditions without the ‘sorry-for-the-ones-living-abroad’-feelings.

Rethink – people today value other things

Challenge the culture of consumption and inspire the children to be creative, e.g. by using drama in role-modelling.

Reflect – on the cultural differences in the world

Talking about how children live in other countries and making reflections possible during children meetings. Bringing up the consumption-mentality and the different weather conditions, using music as a means and language.

Recycle – someone else can use it again

Sorting out waste, and making birdhouses from recycled wood. Start composts so the children can follow the entire process (waste becomes dirt in the vegetable yard), from sorting waste to harvestation. Waste becomes art-projects.

Redistribute – resources can be used more equally

Donate toys to the Salvation Army during Christmas and enroll into solidarity action projects by bilateral exchange with preschools in the South (pp5-6).

This project stands out with its purpose of identifying how ESD could be implemented with young children in early childhood settings and what young children’s perceptions and ideas about the ESD practices are. Within scope of this project, 28 countries including Turkey participated and 396 local projects were proposed as a means to demonstrate good examples of different settings regarding to ESD in early years (OMEP, 2011)

In the same manner, there is evidence that early childhood could be a source for sustainable actions such as the project initiated by the University of Melbourne Early Center which addresses the polar bears, the project centered around the active

participation of 4-5 year-olds to decision making in designing a new preschool in Sweden, the project of an early center in England focusing on collaboration of school and family in addressing three pillars in a form of toy making and the project of same center with three and four year olds in terms of creating children's own fruit and vegetable garden (Siraj-Blatchford et al., 2010). A study carried on in Sweden as a part of a broader project in 20012 about the empathy development of 52 young children of 3 to 5 years old towards animal protection through prepared exercises of teaching materials as cat and dog illustrations is another example of this notion. The children were divided into two as the control group and the main group in order to test the material usage in scope of this study. After the implementation, it is found out that teaching materials had an impact on empathy development of young children (Svensson, 2013).

As an another example of this point of view, Cengizoğlu (2013) investigated the change of perception of 60-66 months old children in terms of deforestation, climate change and biological diversity with respect to implementation of an ESD program. After the implementation of the study it is concluded that the program brought a change in young children's perception of all selected issues with regards to human-environment relationship, with a positive effect on children in favoring the nature and accepting humans as a part of the nature. What's more, young children developed strategies addressing sustainability concerns. Kahriman-Öztürk, Olgan and Güler (2012) conducted a research with 5 and 6 years old children in order to investigate their views on sustainable development by addressing three pillars and 7R. The findings of the study illustrated that generally preschool children mentioned Reduce while about one-thirds of them mentioned Reuse regarding environmental pillar. As for the economic pillar, a few children stated Recycle while none of them stated Redistribute. Similarly, two-thirds of the children commented on Respect but none of them commented on Rethink or Reflect. Apart from that, the study conducted by Alici in 2013 focused on 3Rs (Recycle, Reduce, Reuse) related activities with children of 60-72 months old. The results of the study indicated that children exhibited significant development on "eco-management and persuasion behaviors" after the 6-week

implementation of 3Rs related activities. As reviewed through related research, existing studies seem to validate the young children's capacity to perform sustainable actions.

In addition to these concerns, young children have the right to have a word and to take action in issues regarding their own life-style and life quality, which is secured via recognition of the Convention on the Rights of the Children (CRC) (1989). According to CRC, children are right holders as participants of society. Especially, Article 12 (respect for the views of the child) states that children's ideas should be taken into consideration about the any situation matters them (CRC, 1989). As being an issue of present and future, the challenge of the sustainability of the life on Earth should be a matter to young children. Similarly, Agenda 21 (1992) emphasizes the participatory role of children in Chapter 25. It is stated that children's interest should be taken into consideration for the future of sustainable development considering that children consists almost half of the population in many developing countries, they are affected by the results of unsustainable actions, and they share environmental concerns. Furthermore, children are mentioned to be escorts for the future sustainability.

2.2. Children's Literature and ESD

Children's literature constitutes a meaningful whole with art and literacy, decent works of prose and poetry which particularly target children (Oğuzkan, 2000). It includes qualified books for children from infancy to adolescence with topics interesting to those different age groups written as prose or poetry and as fiction or nonfiction (Lynch-Brown & Tomlinson, 1999). Children's literature is the part of daily life of children as the combination of works which enrich the imagination of them via visual and linguistic messages with artistic elements and which upgrade their aesthetic appreciations (Sever, 2008). It is quite important in terms of language development and emergent literacy; fostering fluent speaking, promoting perception, and providing information about the social environment and the culture (Gönen & Veziroğlu, 2013). Children may engage in the works of children's literature when they are young. The books as the first tools of children's literature which present children the drawings,

colors and the words in an aesthetic way contributes to the mother tongue conscious as well (Sever, 2008). Beginning from birth, children are ‘veritable language sponges’ who captures new vocabularies and sound patterns; thus during this period, adults’ responsibility is to provide a fruitful environment with opportunities of language use (Russell, 2001). The books as the image of children’s literature may contribute to this environment as a source of desired sound patterns and new words, and a communication tool for improving the ability to talk. Furthermore, the children’s literature supplies cognitive development of young children through facilitating space for observation, comparing and contrasting, classifying and analyzing and fostering social development by presenting cultural features and societal values (Sever, 2008). Similarly, children can manage to envision interrelatedness between people, society and nature, thanks to good-quality children’s literature elements (Wason-Ellam, 2010).

Following this notion, children’s literature being part of the daily routine of a typical early childhood setting via story telling times could be a method for ESD. Teachers who find challenging integrating sustainability concepts into daily education since they might have little or no instruction about those during their own schooling (Powers, 2004) may utilize children’s literature for presenting experiences of humans all around the world in order to introduce sustainability (Spearman & Eckhoff, 2012). In this way, children will be able to construct their own ideas and attain more universal attitude with the opportunity brought by literature (Bradbery, 2013).

While children’s literature has a considerable potential for the introduction of the sustainability concept, it should be mentioned that it is a very new trend in children’s literature (Spearman & Eckhoff, 2012), despite the fact that there have been many works covering the topic of ecology or environment (Rule & Atkinson, 1994). Fewer study explored the potential of using children’s literature to communicate universal citizenship and contribute to sustainable eco-friendly living for present and future (Bradbery, 2013).

2.2.1. Picture storybooks as tools to ESD

2.2.1.1. General Characteristics of Picture Storybooks

A good representative of children's literature for young children is picture storybooks, since they are especially designed for young children and they include topics interesting to them. The picture storybooks are a subcategory of picture books which is identified as having characters and plot, and that plot is expressed through pictures and text (Lynch-Brown & Tomlinson, 1999). They are mesmerizing with their beautiful illustrations and clear plot. Although those books may seem simple at the first glance, good examples of them illustrate elaborate and competent literature works (Russell, 2001).

Picture storybooks are one of those elements which facilitate children's first and crucial experience of literature (Gönen et al., 2013). They encourage children to think through and feel the narrations via illustrations and the plot (Ural, 2013). As they think through, children repeat the story in their mind and as they explore pictures, they notify details which could resemble to some the objects around them. These experiences result in gaining information about the social and physical environment around them.

The quality of picture storybooks is bound to physical and content characteristics. Physical features are assessed as the properness of shape, size, line, space, color, texture, cover, illustrations, etc. while the content components are appraised by the convenience of theme, plot, characters, setting, etc. called storytelling elements (Russel, 2001). Furthermore considering the nature of picture storybooks, text and illustrations contribute to story together (Lynch-Brown, Tomlinson & Short, 2014). Elements of fiction and illustrations are explained further in the following section.

2.2.1.2. Elements of Fiction

Elements of fiction are the character, setting, style, plot, conflict and theme which work together to produce the story (Lynch-Brown & Tomlinson, 1999). Though one could perfectly enjoy any work of literature without considering how elements of it are built up, 'knowing how writers develop characters, create settings, devise points of views,

unravel plots and conflicts, and advance themes can enrich one's experiences with all literature' (Russell, 2001). The separate characteristics of those elements will be mentioned below.

Characters

Characters, who are the performers of the story, are the keys of the fiction. They could be portrayed as human, animal, plant or object and may be a role model or a friend for the young children (Lynch-Brown & Tomlinson, 1999). The characters are generally noticeable with clear traits in picture books (Russell, 2001). The main character that leads the story and could be distinguished easily is called protagonist. The other characters with whom the protagonist engages through the story are called secondary or minor characters (Gamble & Yates, 2008). The process of character building is as much important as the character itself. Characterization is the way an author presents a character to reader (Lynch-Brown & Tomlinson, 1999).

Plot

What happens in which sequence, is the plot of a story (Lynch-Brown & Tomlinson, 1999). Actually, the plot is not only the order of events rather it is the order of interdependent events of causality (Russell, 2001). Generally, children's books plot structure uses the chronological plot which addresses a particular timeline and presents events in order of this timeline (Lynch-Brown & Tomlinson, 1999). It occurs in two ways: progressive/dramatic plot and episodic plot. The progressive plot includes a structure that starts with presentation of character, setting and conflict, and continues with the 'rising action' to the resolution of the conflict whereas the episodic plot includes short stories linked with mutual themes and/or characters (Lynch-Brown & Tomlinson, 1999; Russell, 2001).

Conflict

A good story, particularly a good plot, includes the conflict which captures reader's higher attention and excitement (Lynch-Brown & Tomlinson, 1999). The conflict is

generally produced with a goal to be achieved. It gives a tension within the orders of events and keeps readers' curiosity, and could be produced in four ways (Sever, 2008):

Setting

Setting of a picture book determines the standpoints and essence of the creation in which story take place and becomes meaningful assistance to creation of characters. It is basically an element which shows reader where and when the story takes place. Based on the literature type, the demonstration of the setting varies. In picture books, setting could be transmitted through both text and illustration (Nikolejava & Scott, 2006).

Theme

Theme is the underlying message of the author, the meaning of the story. It explains why the plot is edited in a certain way. Different from the topic, a theme is generally a full sentence. The themes in the children's literature should be appropriate to their interest, need and developmental level. If they are brought out in a didactic or complex way the children may lose their attention (Lynch-Brown & Tomlinson, 1999).

Style

The style covers a writer's selection of words, structure of sentence and language use. Common or uncommon, challenging, rhyming words, long-short sentences, transitions within the paragraphs may help to understand the style of an author (Russel, 2001).

Point of view

The point of view or perspective stands for the assumed approach of the author, the characters and the reader (Nikolejava & Scott, 2006). The story is narrated in one's point of view, which possibly affects readers' engagement. There are three structures of point of views, which can be used by the writers. The first person point of view, refers the usage of first person pronoun, I, when narrating the story in order to make reader see the events in the narrator's point of view; the omniscient point of view, means to use third person pronoun while telling the story, so that it reflects that the

narrator knows and state each characters motives and opinions; the limited point of view, also uses third person narrator similar to omniscient point of view, but there is a crucial difference between omniscient and limited points of view. In the limited point of view, the third-person narrator serves the story in terms of one's perspective. This way, it is similar to first person narrator (Lynch-Brown & Tomlinson, 1999; Russell, 2001).

2.2.1.3. Features of Illustrations

Pictures in children's books are separate units of the literature with its unique nature. How they are constructed in terms of color, darkness and lightness, organization of figures, patterns of linearity or large-scale allows young children to describe and analyze what they see (Gamble & Yates, 2008). In addition, together with text they complete the reading, explain, extend and facilitate the comprehension of other meanings of the story (Sever, 2008). The pictures could demonstrate physical features of characters, exhibit emotions of the characters through body language and illustrate the setting which the plot follow, while text could name characters and disclose what characters are thinking or saying (Gamble & Yates, 2008).

For the young children who are not yet literate the illustrations serve as the demonstration of the story that the child could easily follow the story line (Körükçü, 2012). Furthermore, pictures of the books probably could be beginning experiences for the young children to appreciate the art of illustration therefore they should be carefully evaluated. The illustrations in the picture storybooks should be proper to interest and perception level of the young children, and should contribute to narration and create space for the beginning aesthetic values (Körükçü, 2012). In this fashion, the comprising units of the illustrations in terms of visual elements and links to text should be observed carefully. Visual factors of illustrations could be the properties of line (dark or pale, horizontal, vertical, broken, etc), color (lightness and saturation, etc.), shape (simple, complex, figurative, huge, tiny, etc.), texture and composition and techniques to create illustrations such as drawing, collage, photography, painting and print making (Lynch-Brown & Tomlinson, 1999). Each factor could have an impact

on the atmosphere or the mood of the illustration. Illustrations links to text could be classified as extension of the text via pictures, symmetry of the text and picture, relevance of the illustration to the text (Gamble & Yates, 2008). These factors should be considered to choose convenient picture storybook for young children, so they could ensure the accuracy of selection.

2.2.1.4. The role of Picture Storybooks in terms of ESD

Picture storybooks are the traditional tools of a typical early childhood education (Swindler-Boutte, Hopkins & Waklatsi, 2008) which can be utilized for the purpose of providing a smooth transition between activities, introducing some rules and having fun (Shine, 1995). In addition, they are suggested to be located in each early childhood classroom as irreplaceable tools of library and literacy centers and further recommended as part of the Turkish literature activities (MONE, 2013). As a result, they are naturally accessible sources for young children.

Moreover, picture storybooks are generally designed to be read aloud to audiences consisting of children 4-to-7-years-old (Lynch-Brown et al., 2014). While reading children comprehend the story further owing to illustrations (Wason-Ellam, 2010) so these books cultivate comprehension skills of children and support their learning about environment in addition to providing them to be aware of their environment (Gönen & Güler, 2011). Moreover picture storybooks present a great experience with its well-built, detailed illustrations. These illustrations provide a unique opportunity that any other media cannot. Via exploration these pictures over and over again children can get detailed information; furthermore, since the picture captured the moment of an event or a living thing which could be dangerous to explore direct observation, it is the most desirable way for the early discovery (Pringle & Lamma, 2005) particularly for the young children who have limited opportunity to experience compared to adults due to the safety and security considerations (Marriott, 2002). Therefore, picture storybooks could stimulate children to care for nature as they are exposed to expressive text and illustrations related to outdoor experience (Wason-Ellam, 2010).

Children construct conceptual knowledge, opinions and positions through engagement with social and physical world which certainly involves picture book reading (Mariott, 2002). Books represent general opinions and expectations towards particular issues in addition to customs and culture of a society wherein published (Gooden & Gooden, 2001). Thus, picture storybooks hold an outstanding role in terms of socialization. The themes and messages presented and portrayal of characters in terms of actions and attitudes within particular topic whether through plot or pictures in books are closely affected by the culture in which the books emerge. Respectively, these reflections of books may shape the expectations, views and actions of readers with respect to particular notions (Mariott, 2002; Sandefur & Moore, 2004) such as environmental issues. Thus, many claim that books affect young children's early attitudes formation. Therefore, the books which display concerns regarding to sustainable living practices could contribute to early conception of ESD.

Similarly, since picture storybooks generally contain challenging words (Lynch-Brown et al., 2014) to support language learning, they could be also a basis for concept learning related to ESD. Well-designed books with their attractive plots, characters and settings, and with a satisfactory style of the author, may bring effectual and amusing presentation of concepts (Veziroğlu, 2009).

As above mentioned features remark, picture storybooks have a great potential to contribute education of young children, particularly addressing ESD. There are also some research findings supporting this notion. For instance, in scope of the study conducted by Burke and Mackenzie (2011), 100 latest picture books that focus on environment and place were investigated with two teacher educators, 30 pre-service teachers and 15 children as scope of a course. Through implementation of activities using these books it was founded that usage of picture books related to environment and places with respect to visual literacy helps creating awareness. In the same manner, the study undertaken by Spearman and Eckhoff (2012) revealed that young learners can benefit from children's literature as a means to introduce sustainability. In scope of this study, pre-service teachers presented sustainability related topics to children from Pre K to 6 grade levels via using a picture storybook. Findings showed that young

children express ideas on cultural, economic and environmental issues with respect to the story. A similar study was conducted by Bradbery (2013) with pre-service teachers as part of the practice teaching course. This study aimed to introduce the sustainability to children by utilizing 5 children's books of Australasian Literature. The participants were guided by 5 tutors in terms of strategy to use with children during the implementation. Results of the study found that this method provides opportunity to address elements of sustainability.

Apart from those, Hsiao and Shih (2015) evidenced that using picture books with preschool students helps teaching environmental concepts and sustainable use of the sources. 12 young children of 5-6 years of age were taught through eight picture books related to environmental education. After the implementation, it was reported that children acquired knowledge related to environmental protection and displayed actions for saving the resources.

As a very good example of the using pictures, another study explored the empathy development of young children. 52 young children of 3 to 5 years-old participated in this study, which aimed to measure empathy towards animal protection through implementation of prepared exercises of teaching materials as cat and dog illustrations. After the implementation, it was found that teaching materials had a positive impact on empathy development of young children (Simeonsdotter Svensson, 2013). Furthermore, Freestone and O'Toole (2014) investigated the effect of reading in childhood on environmental values. 31 educators who work in an environmental education center were interviewed in order to explore the relationship between childhood reading practices and value development regarding to environment. Findings revealed that participants' pro-environmental values were affected by early reading experiences. Further, it was reported that stories made them feel empathy towards other creatures.

As aforementioned studies remarked, reading picture books is a great opportunity to introduce sustainable development. The findings mentioned above evidenced the role of books in terms of improving children's knowledge and awareness related to

sustainable life practices in Earth. Moreover, it could be concluded that using children's literature as a way to introduce sustainable actions is a relatively new concept (Spearman & Eckhoff, 2012).

2.3. Previous Content Analysis Studies of Picture Books

2.3.1. Content Analysis Studies Worldwide

Some studies were undertaken to address potential usage of picture storybooks which could be associated to fundamentals of ESD. Firstly, there are several studies related to environmental pillar. A prominent study is the one conducted by Marriott (2002) with 1.074 picture books; 996 of which were picture storybooks and 78 of which were information books in order to explore the representation of the nature. Findings showed that majority of the books misinform young children about the animals and their habitat. In fact, approximately 2% of the sample was reported to be suitable for environmental education. Similar results were obtained in Boudreaux's study (2006). 33 bestselling children's books published in 2003 and written for 0-8-year-olds in the United States were examined with respect to goals of environmental education and portrayal of environment. Results of the study demonstrated that human superiority over nature was represented. In addition, those books were not satisfactory considering the goals of environmental education. In the same manner, Williams et al. (2012) explored 296 award winning picture books that were published between 1938 and 2008 in order to investigate how environment was represented in picture books and whether this representation has changed by year. Findings exhibited that there is a decrease in representation of human-environment interaction and change in portrayal of environment from natural environment towards built environment. Apart from these studies, Rule and Atkinson (1994) investigated 30 ecology themed picture books in terms of quality of artistic and literary elements in addition to displayed messages related to environment. It was reported that 7 of the picture books included topic of endangered species, 6 of them included destruction of habitats and forest, 8 of them included pollution and 9 of them included land use and overpopulation.

In addition to studies primarily focusing on environmental pillar, it is possible to see studies which could be connected to socio-cultural pillar of ESD in the related literature. Some of these are studies related to cultural diversity. For instance, Eisenberg (2002) studied the children's book with respect to possible gender and ethnic minority stereotypes. Results revealed that ethnic minorities are underrepresented and particularly, Asian originated characters were portrayed more negatively than African or Native Americans' were. In the same manner, Swindler-Boutte, Hopkins and Waklatsi (2008) examined 29 frequently used children's books in US. The sample of the study was driven from elementary schools' reading list for pre-kindergarten to third grade. 52% of the population of the district in which the elementary schools located was white people whereas 48% of it was African-American. In consistent with this information, the books only reflected European and African-American Culture. 2 of the books were reported to reflect an international approach and 23 of the books were mentioned to represent African-American culture at a lower level.

Another important issue regarding socio-cultural pillar is social diversity. In respect of gender equity, the content analysis study of Williams, Vernon, Williams and Malecha (1987) is an important update of sex role socialization in picture books which address preschool children. Results of the investigation of 53 books of Caldecott winners and runners-up exhibited that although there is a change in representation towards to parity between genders, stereotypic representation continues. Similarly, Paynter (2011) replicated a previous study in order to investigate whether there is a change in demonstration of female characters or stereotypic representation over time. Results of the inquiry of three Caldecott Medal/Honor awarded books and 48 bestselling picture books published in 2010 exhibited that stereotyping and amount of images of female characters have changed in a positive direction, yet there are significantly more male than female as writers and illustrators, more anthropomorphized male main characters in plots and in pictures while there is no female assertive/aggressive characters. Another study addressing sex role stereotyping is conducted by Kok and Findlay (2006). The study aimed to compare the results of Australian awarded books. The older sample belonged to 1970s and the most recent sample belonged to 2000s. These two

samples were compared in terms of gender stereotyping and gender representation. Results revealed that there is no statistically meaningful difference in terms of gender stereotyping; in fact no gender stereotyping was reported for both of the samples in terms of the traits or the environment of the actions displayed by main characters. In contrast to aforementioned studies, this study only demonstrated inequity in titles between genders. Apart from those, another outstanding study includes a comparison of Norway and US in terms of gender stereotyping reflected by books addressing early childhood education. 387 books obtained by Norwegian classrooms and 384 books obtained from US classrooms were coded and compared based on the depiction of the gender. According to findings, Norway facilitate much more gender stereotyped free books in their classrooms compared to US although both countries need progress with respect to proportions of male and female characters.

Another important topic within social diversity is reflection of disabled people in children's literature. Koç, Koç and Özdemir (2010) investigated 46 picture books which included characters with physical or sensory disabilities. Results of the study demonstrated that people with disabilities were displayed with some negative images which could support stereotypical ideas related to these people although there were some positive and neutral images reflected. Aside from this, Golos and Moses (2011) conducted a content analysis study with 20 picture books that were written for 4-to-8-year-olds in order to investigate the portrayal of audial disabled characters. All books investigated within the scope of this study were chosen based on having a central character who has hearing disability. Other disability types were excluded. Results of the study demonstrated that people with hearing disability were generally represented in a medical point of view. They were depicted as who have disabilities or medical conditions which should be treated, so the disable person can be able to communicate in society. Moreover, there were almost no occasion referring people with hearing disability communicating each other reflected in books. Golos, Moses and Wolbers (2012) studied further the same sample in terms of representation of audial disability in illustrations. Similar to previous study, findings revealed that people with hearing disability were not reflected in cultural aspects; rather they were represented as a

medical aspect. Furthermore, these people were generally displayed as people in medical need in terms of fixing their hearing conditions in order to comply with the society.

Apart from these studies, some content analyses studies pertain to social class image have another meaningful remark in this domain. In this respect, Dedeoğlu, Ulusoy and Lamme (2011) investigated 15 international children's books in order to describe how poverty is portrayed. According to results, poverty was represented with the absenteeism of father in the family, child labor, poor residence conditions, inferior daily life opportunities such as clothing and transportation, bartering, lack of educational opportunities and being homeless. In addition to this study, Forest (2014) investigated 42 books having Newbery Medal and Honor award from 2004 to 2013 in terms of the reflections of social class. Findings of the study exhibit that there were thirty one attributions to groups of upper class, middle class, working class and poor. Among them, upper class was more negatively represented compared to positive attributions whereas middle class was more positively reflected. For the working class and poor people, positive and negative images were mixed. In fact, all social classes were portrayed with positive and negative stereotypes.

Aforementioned studies remark that there is a great potential in related literature in terms of ESD. Although these studies were not proposed to address ESD they contain core elements of it. A review of these studies reveals that social and cultural diversity, human-environment relations and the issues of environment were the topics covered in related literature. In other words, it could be seen that studies of this domain generally focuses on socio-cultural and environmental pillar and there is no accessible study referring all three interrelated pillars of ESD.

2.3.2. Content Analysis Studies from Turkey

Concerning ESD, the fashion of content analysis studies conducted in Turkey resembles to those available in worldwide. First of all, the study conducted by Gönen and Güler (2011) is quite important since it is mainly referring to environmental pillar. In scope of this study 80 picture books, which included environmental elements, were

investigated. The sample of the study was comprised of by the books published between 1995 and 2010 as referring the age group of 2-to-12-year-olds. It was mentioned that the books were chosen among the books which were found to be appropriate for young children or used by early childhood centers. Findings of the study displayed that majority of the books were stated to be qualified based on the content and physical characteristics, 93.8% of the books were reported to include units that aimed to develop environmental awareness, and that books which contain environmental elements were generally published for 6 year-olds and older children. Unfortunately, this is the only accessible study in Turkey with respect to environmental pillar.

Aside from environmental pillar there are some content analysis studies concerning socio-cultural pillar. For instance, Ünal (2010) investigated a very important issue which is the representation of disabled people in children's books published between 1969 and 2009. In scope of this study, 40 children's books were located as sample of the study in terms of including disabled characters. Findings of the study exhibit that although there seems to be a positive change in the description of the disabled people from 'lacking' to 'different', they are characterized as people who need support and help. Unfortunately, there are few examples reported in which disabled people are described as equal participants of society.

Representation of gender in children's books is another vital consideration regarding to socio-cultural pillar. In this respect, a study by Gürşimşek and Doğan (2005) should be mentioned. 16 children's books addressing early childhood were explored in scope of this study. Findings demonstrated that majority of the books reflected gender stereotyped images and descriptions of characters. It could be mentioned that, instead of challenging existing stereotypes, the books continued to transfer these stereotypes between generations. Gender stereotyped free actions and examples were portrayed rarely according to findings of the study.

Last but not least, children's rights are of paramount importance with respect to socio-cultural pillar. 21 chapter books driven from 100 basic literary works which are

recommended by Ministry of National Education were explored by Karaman-Kepenekçi (2010) in terms of children's rights. Findings of the study were grouped based on the four categories of children's rights as survival, development, protection and participation rights. According to results, statements regarding children's rights included negative and positive examples, with a slight difference in favor of positive ones. Especially, positive statements were mostly reported to be related to survival, development and participation rights compared to negative statements whereas more negative expressions were observed in relation to protection rights. Moreover, statements referring participation rights were reflected least compared to other categories. In the same way, Türkyılmaz and Kuş (2014) investigated 100 basic literary works with respect to children's rights. 10 most read books among them were located as the sample of the study with respect to the results of the survey conducted with first grade high school students. First of all, negative expressions related to all four categories were reported in the results; particularly survival and protection rights were mostly included with negative statements. Apart from that, statements related to participation rights were observed quite less frequently compared to other categories of children's rights. Like content analysis studies of books that addressing older children, study of picture books written for early childhood conducted by Karaman-Kepenekçi and Aslan (2011) yielded similar results. The sample of this study consisted of 81 children's books of 6 publishing companies addressing early childhood years. In terms of representation of rights, development rights were the most reflected one and survival rights were the second most reflected one, whereas protection rights were the least reflected one.

As the aforementioned studies showed, there are limited accessible studies in Turkey concerning ESD. Although existing studies are quite valuable in terms of addressing important aspects such as social diversity, there is a lack of studies addressing environmental or economic pillars. Furthermore, there is a need to cover the overall potential of books with respect to three interrelated pillars. In fact, interdependency between pillars are the essence of the ESD since it has been grounded in the priority of the integration of environmental, cultural, social and economic elements (Hagglund

& Prammling-Samuelsson, 2009). To state it more broadly, ESD proposes an education model which considers wellbeing of humanity in terms of economic developments and societal concerns within cultural settings in addition to respect to nature and all creatures of Earth. Therefore, a harmony between these aspects should be reached. Any attempt to contribute it without considering that those three should act together may result in failure considering the aims of ESD (Siraj-Blatchford et al., 2010). In this respect, current study aims to describe the potential of picture storybooks with respect to ESD concerning all three pillars.

CHAPTER III

METHODOLOGY

In this chapter methodological procedures of the current study are explained in detail. More specifically, the design of the present study is described by providing detailed information about the research methodology. In addition to explanation of the sampling procedure and the characteristics of the sample, instrumentation process including the issues of reliability and validity are also presented. Finally, the data analysis procedure and the limitations of the study are explained.

3.1 Design of the Study

The current study aimed to investigate the content of picture storybooks which were written for 4-6 year-old children and were published from 1992 and later. More specifically, this content analysis study examines children's books, in terms of three pillars (environmental, socio-cultural and economic pillars) of ESD with regards to framework of 7R (Reduce, Reuse, Respect, Rethink, Reflect, Recycle and Redistribute) developed by OMEP (2011). The content analysis method was utilized in order to describe the nature of the picture storybooks based on the selected categories. The content analysis procedure can be defined as "a research technique for making replicable and valid inferences from texts" (Krippendorff, 2004, p. 18) or "the systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2002, p. 1). In the present study, the related elements to three pillars of ESD considering the framework of 7R in picture storybooks were intended to investigate via exploring the content and the pictures.

3.2 Sampling

In line with the aim of the study, the target population of the present study is the picture storybooks written for 4-6 year-old children. Three criteria were defined to identify the targeted population of the current study. Firstly, the books targeting 4-6 year-olds were

selected for the current study since the studies conducted in both Turkey (Alici, 2013; Cengizoğlu, 2013; Kahriman-Öztürk et al., 2012) and all around the world (Bradbery, 2013; Davis, 2009; Hsiao & Shih, 2015; Simeonsdotter Svensson, 2013; Spearman & Eckhoff, 2012) evidenced that 4-6 year-old children are capable of learning the implications of sustainable development. Secondly, picture storybooks were addressed since this genre is generally written especially for the targeted population of young children (Lynch-Brown & Tomlinson, 1999; Lynch-Brown et al., 2014). In addition, a plot and a theme in picture storybooks invite children to question and to establish cause-effect relationship between the events (Ural, 2013) and include various types of genres such as traditional literature, modern fantasy and realistic fiction (Russell, 2001), which young children could engage in their daily life based on their interests. Lastly, the picture storybooks which were printed in 1992 and later were refined referring the year Rio Declaration (1992) was announced. Rio Declaration is a worldwide statement of the content of sustainable development and actions to be taken in addition to the function of education and children's participatory role in sustainable development. Therefore the year Rio Declaration proclaimed was chosen as limit considering the possible effects on society and media.

Referring the aforesaid criteria, purposive sampling method is utilized in the present study. Purposive sampling is a sampling method which a researcher determines the sample of the study with the help of literature based on the specific research question (Fraenkel et al., 2012). Specifically for the content analysis, by using purposive/relevance sampling, the researchers aim to reach to the population of relevance texts which address the research question of a study (Krippendorff, 2004). There is however no clear rule about what the sample size of a study should be (Neuendorf, 2002). Therefore all the books provided by particularly two national children's libraries of Çankaya, Ankara were collected and among these books, the ones referring the criteria were used as the sample of current study.

As source of target population, public libraries were explored since they serve children as well as teachers and parents. In addition, the potential of libraries in accordance with accessibility is considerably greater. Related statistics support this claim. There

are 1121 public libraries in Turkey and 20,787,765 people receive library service (General Directorate of Libraries and Publications, 2014). Considering the population of Turkey, which is 77,695,904 (TUIK, 2014), it could be seen that one out of four people use libraries in Turkey. Çankaya district, as one of the largest region of the central Ankara, is chosen in terms of the variability and the feasibility of the targeted population of samples. Two local children's libraries, which are namely Ali Dayı Children's Library and Cebeci Public Library, were identified as the source of targeted samples considering the public accessibility of books. Those two libraries were examined and the books meeting the criteria were selected.

Ali Dayı Children's library was founded in 1985 and rebuilt in 2010 as an independent children's library. The materials and equipment are especially designed based on the needs of children (General Directorate of Libraries and Publications, 2011). The library has a great reserve and it could be claimed that it is used efficiently. There are 1843 registered library users, 10525 children's books and during 2015, 4667 materials were borrowed (General Directorate of Libraries and Publications, 2015). As for Cebeci Public Library, it was founded in 1972 and children's department within the library was founded in 1978. Library was renewed in 2011 in terms of materials and equipment (General Directorate of Libraries and Publications, 2014). According to information provided by Public Libraries Statistics, there are 7334 children's books in the reserve of the library and 378 of these were attained in 2015. Apart from that, it has currently 96 registered library users however 2468 children were reported to use library and 2990 children's books were borrowed during 2015 (General Directorate of Libraries and Publications, 2015). Both libraries' reserves are updated yearly and it can be concluded that both are highly preferred by children according to statistics.

3.3 Instrumentation

In the current study instrumentation procedure consists of three phases. First of all, the categories of 7R were extended and then based on these categories, a codebook was created. After that, the codebook was sent to experts in the area of early childhood education and ESD in order to be evaluated. In the final step, a pilot study was

conducted and based on the findings of pilot study, the codebook was finalized. Each of these steps is explained in detail below.

3.3.1 Coding and Categorizing

According to Fraenkel et al. (2012), categorization in content analysis occurs in two ways: One way is that the researcher concludes the categories based on the related studies, literature, etc. before the analysis procedure, and the other way is that the researcher forms the categories as analysis continues and the researcher becomes familiar with the content. However, Neuendorf (2002) suggests that the instrumentation should begin before data collecting as a part of scientific method. By following above mentioned suggestions the categories were determined and extended before the analysis based on the related literature, mainly with the guidance of the framework proposed by OMEP (2011) and improved by Duncan (2011). The categories are demonstrated in Table 3.1.

Table: 3.1

Categories and items of 3 pillars with respect to 7R

3 Pillars	7R	Sub-categories
Environmental Pillar	Reduce	Reducing energy use when there is no need
		Reducing water use when there is no need
		Reducing redundant material consumption
		Using electronic tools with high energy efficiency ratio
		Using public transport
		Using non-motorized vehicles
Socio-cultural Pillar	Reuse	Reusing old materials
		Bartering unused materials
	Respect	Sharing unused materials with others
		Respect to all creatures and their survival rights
		Respect to home ranges of all creatures
		Protection of the environment of schools, neighborhoods, natural parks, forests etc.
		Respect to rights of others
		Respect to children’s rights and competences
		Respect to different cultures and life-styles
		Respect to gender equity
		Respect to mother tongue
		Respect to individuals with different religious believes

Table 3.1 (cont'd.)

		Respect to individuals from different ethnic backgrounds and races
		Respect to people with disabilities
		Respect to people with different level of income
		Respect to different physical characteristics
		Respect to different views
	Rethink	Rethinking consumer culture
		Demonstrating effects of generations' actions to one another
		Rethinking the decision making processes and practices
	Reflect	Encouraging children to be creative
		Reflecting daily experiences of different cultures
		Reflecting daily experiences of people from different religious believes
		Reflecting daily experiences of people with different mother tongue
		Reflecting daily experiences of people with disabilities
		Reflecting daily experiences of people with different levels of income
		Reflecting gender-stereotyped free actions
		Reflecting daily experiences related to different physical characteristics
Economic Pillar	Recycle	Sorting out waste materials
		Using/buying recycled materials
		Making composts
	Redistribute	Using/buying materials that can be recycled
		Helping people for survival needs in local, national and international settings
		Organizing a fund drive or charity sale for the students of schools in need
		Creating a toy library in the schools for the usage of all children
		Creating a penny bank in the schools
		Sharing all materials in the school with all students
		Sharing materials/resources fairly

Based on the identified categories, the codebook was developed by the researcher since there was no similar study available in the literature which addressed the picture storybooks in terms of ESD. The codebook included the following categories with the guidance of research questions:

Demographic components of picture storybooks: Publishing information (Author, illustrator, publishing date, etc.), age group, awards if there is any and specific concepts related to ESD (Recycle, compost, gender equity, environmental awareness etc.)

Three pillars of ESD and 7R: Environmental Pillar (Reduce and Reuse), Socio-Cultural Pillar (Respect, Rethink and Reflect) and Economic Pillar (Recycle and Redistribute)

In the same manner a coding form was designed addressing same categories and unit of analysis. Unit of analysis is the unit which is identified with purpose of handling the larger data in terms of administering and reporting the content analysis (Fraenkel et al., 2012). In the current study both text and pictures were defined as unit of analysis. The picture storybooks were conducted content analysis with units of title, cover picture, plot and pictures. Correspondingly, coding form included the check list of categories based on these units. Title, cover picture and pictures were classified as representing a sustainable action referred in the categories, whereas plot was evaluated further as portraying these categories as hidden, referring to giving implicit message, as clear, meaning to reflecting related actions openly, or as none.

After finalizing the codebook and the coding form, documents were sent to four experts specialized in the field of early childhood education and ESD in order to ensure the content-related evidence of validity. Categorical items were operationally defined in terms of content in order to let the experts to evaluate whether the codebook and coding form included the intended content for the current study.

The experts generally gave positive feedbacks to the general design of the codebook. The framework of 7R was approved as meaningful for the current study. Existing subcategories of Reduce, Reuse, Respect, Rethink, Reflect, Recycle and Redistribute were accepted with some corrections to language use. Suggestions were included for enriching existing subcategories and adding new subcategories into Reduce, Respect, Reflect and Redistribute dimensions and checking whether the term of sustainability is used in the content of the books. Similarly, these suggestions were reflected in the coding form as well. Some categories were suggested to be updated. Apart from that,

the unit of analysis and evaluation criteria were approved in coding form. Following the aforementioned adjustments a pilot study was conducted which is given in detail in the next section. Codebook and coding form utilized in the pilot study is available in Appendix A and B.

3.3.2 The pilot study

According to Neuendorf (2002) a coding scheme in content analysis is supposed to be both objective and reliable enough to reach inter-coder agreeability regardless of the background of any individual who codes once she/he is attained required instruction. Furthermore Schreier (2012) suggests that conducting a pilot study in order to make the researcher try the instrument since no code book can be perfect. Therefore a pilot study was performed by the researcher at the onset of the present study. For the pilot study, 10 picture storybooks for 4-6 year-olds which were published in 1992 and later were chosen (see Appendix C for the list of the book). Different from the main study, these books were identified purposefully in a way that each book has a content representing at least one of the categories of 7R which were stated in the codebook with an attempt to try out the whole coding frame. Each book was read three times before coding and then they were coded. Apart from that, the second coder, who has a master degree in early childhood education, contributed to pilot study. The inter-coder agreement which is the consistency between observers in coding (Schreier, 2012) was tested. The intercoder agreement were calculated via Miles and Huberman's formula (1994). Percentage of agreement between coders were .98 and it was a satisfactory level (Miles & Huberman, 1994).

The pilot study provided both the researcher and the second coder to familiarize with the method, process and the instrument. Apart from those, some changes were made in the Codebook and Coding Form with the direction of the data gathered in the pilot study. Two categories were renamed in terms of positive expression of the action. It was observed that two categories referred to the same content; therefore they were united into one. In addition, two new items were added. Since the codebook was

updated after the pilot study, the data obtained from this procedure were not included in main study.

3.4 Main Study

Following the pilot study's adjustments, instrumentation was finalized and data gathering process has begun. Data collecting procedure took place in May and June 2015. It took approximately 5 weeks of time. 598 picture storybooks were accessed through shelf searching in a systematic way and each was read three times before filling the coding form.

The libraries separated children's books according to two different age groups, such as 0-to-9 and 9 and older. Therefore all available books were carefully examined shelf by shelf during the data collecting process. Firstly, Ali Dayı Children's library was visited. All accessible books were carefully investigated based on the sampling criteria. Among these, the books including more than one story or lacking or damaged in a way which destructs the flow of the whole story or images were omitted. As result of this investigation, 238 picture storybooks were reached and coded. Thereafter, Cebeci public library was attended and the same procedure was applied. Exact matches among the collected books were excluded. In the end, 360 picture storybooks were accessed and coded. All coding procedure took place within similar settings. A new sub-category emerged under the category of "Redistribute" as a result of data collection procedure (see Appendix D for the latest version of codebook and see Appendix F for the latest version of coding form).

3.5 Data Analysis Procedure

Descriptive statistical procedures were planned to use for the analysis of data. Generally in content analysis studies, the results are concluded or presented as the use of frequencies or proportions of certain data with regards to whole data (Fraenkel et al., 2012). Thus, the results of the current study were intended to be introduced as frequencies and percentages of totals. SPSS package program version 22.0 is used to analyze the data. All the results were recorded in the program and reported as frequencies and proportions. The plot, title, cover picture and pictures of the books

were presented as the main units. The cover picture, title and pictures of the books were noted as percentages of including the categories of 7R and percentages of not including the categories of 7R while the plot of the books were stated as percentages of clearly including the categories which means to in an emphasized way or centering around those categories, percentages of including categories as hidden which refers to in an implied manner, and percentages of not including categories of 7R.

3.6 Validity and Reliability of the Study

The validity of the study demonstrates that whether a researcher is able to measure a phenomena, construct or factor as she attempts to or not. Neuendorf (2002) defines validity as ‘the extent to which a measuring procedure represents the intended, and only the intended, concept’, in the same vein, Krippendorff (2004) characterizes the validity as ‘quality of research results that leads us to expect them as true’. Necessary actions were performed in order to enrich the validity of the study in terms of checking the external validity, face validity and content validity of the study.

External validity or the generalizability is associated with the being representative in results in terms of repeating the study in different settings (Neuendorf, 2002). The purposeful sampling was chosen in order to reach to the target of population; however all books meeting criteria driven from two national libraries were located as sample of the current study.

Face validity addresses whether the measurement seems to measure what it aims by appearance (Krippendorff, 2004). In order to ensure this type of validity the code book were checked several times. Other researchers independent from the current study were asked to evaluate the codebook by its appearance. The code book was referred as valid by its appearance.

Content related validity refers the scope of the measurement in terms of addressing all the components of the content being measured (Neuendorf, 2002). In order to ensure content-related validity of instrumentation, the formulated coding scheme and the categories were checked by four experts in education for sustainable development before conducting the study.

Apart from the validation, an effort were put to measure the reliability of the current study. Reliability means that the degree of the instrument used reaches data free of error (Schreier, 2012). In order to check reliability in content analysis, coding agreement between coders was assured as Creswell (2007) suggested. In the coding process, one coder other than the researcher contributed to the study independently. The second coder of the study is a preschool teacher with a master's degree. After the second coder received the necessary training regarding to instrument, inter-coder agreement was checked.

The reliability was assessed via a subsample defined among the sample of main study via random sampling. The subsample comprise of 8% of the main study's sample as suggested by Schreier (2012) which is approximately 48 books. The researcher and the second coder assessed the subsample. Miles and Huberman's formula (1994) was utilized in order to compute inter-coder agreement. According to Miles and Huberman (1994), it was satisfactory with 99% of agreement level.

3.7 Limitations of the Study

As scope of the current study, 598 picture storybooks derived from two local children's libraries of Çankaya Distinct were identified as the sample of the study. Purposeful sampling was utilized when determining the sample. Therefore, the findings of this study are limited by the use of those books which target 4-to-6-year-old children and published in from 1995 to 2014 in these libraries. Furthermore, all data derived from the current study were coded and analyzed by the researcher. The second coder was administered in pilot study and assessment of the reliability in main study. Thus, it may limit the objectivity of the present study.

CHAPTER IV

FINDINGS

This chapter is devoted to demonstrate the results of the study in a detailed way. Picture storybooks were investigated in terms of title, cover picture, plot and pictures with regards to 7R framework in order to describe the referred sustainable actions. In the following paragraphs, the findings of the study will be presented in accordance with the research questions with the help of tables, graphs and charts.

4.1. What is the descriptive characteristics of picture storybooks which are written for 4-6 year-olds?

In the current study, 598 picture storybooks for 4-6 year-olds were investigated. The list of the books including the publication year and publishing company were provided in Appendix G. The descriptive characteristics of picture storybooks were included as year of publication, publisher, origin of the book, age-group, receiving a literary award and containing a concept. First of all, picture storybooks were analyzed according to their publishing years.

The results demonstrated that number of picture storybooks examined in the scope of the current study varied greatly by year from 1995 to 2014. Most of the books were published in 2012 (17.1%), 2013 (15.9%) and 2010 (15.4%) while the least amounts of books were published in 1996 (0.2%) and 2003 (0.3%).

Apart from that, distribution of the picture storybooks can be seen in *Figure 4.1*.

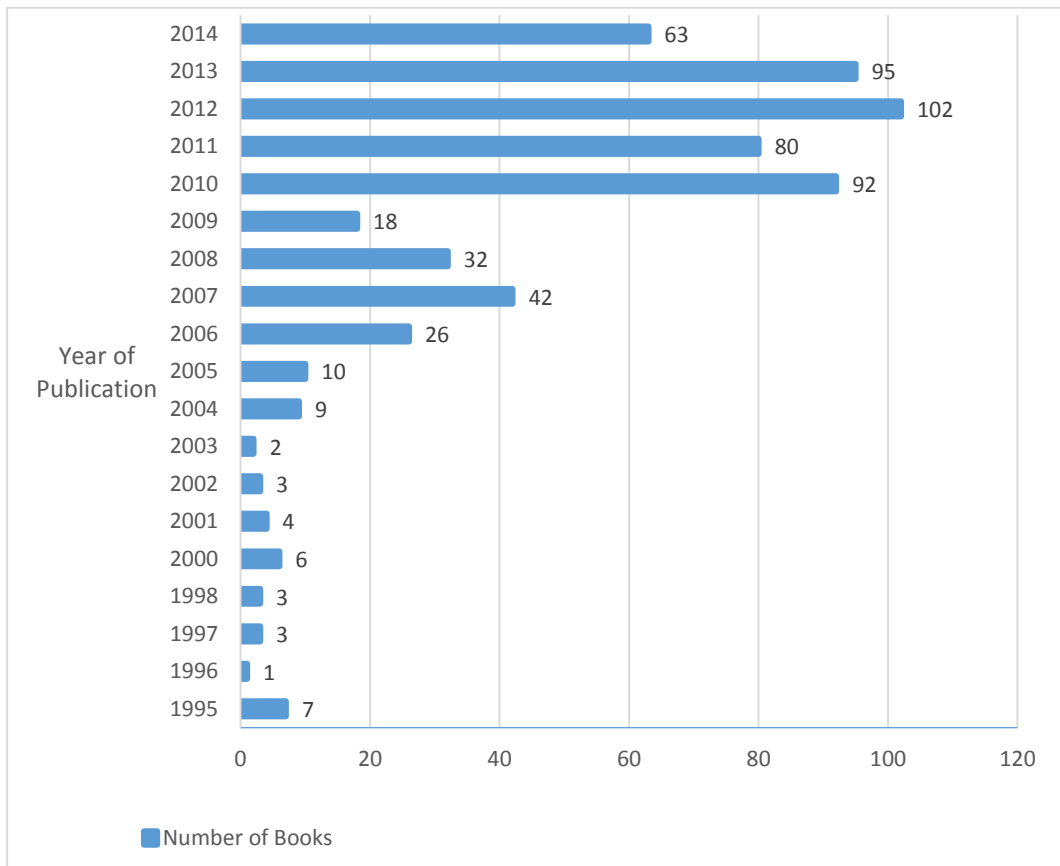


Figure 4.1. Distribution of picture storybooks for 4-6 year olds by publishing year

The sample of picture storybooks belonged to 97 different publishing companies. Most of the books were published by İşbankası Kültür Publishing (6.5%) and Uçanbalık Publishing (6.4%). Apart from that, 56.7% of the sample (n=339) were Turkish in origin while 43.3% of them (n=259) were translated books.

Sample of the current study were coded according to the age group levels in terms of descriptive information as well. According to the results, 499 of them (83.4%) did not include any specific age-group level. The rest was labeled as 2-6 (n=3, 0.5%) , 2-7 (n=3, 0.5%), 3+ (n=5, 0.8%), 3-6 (n=8, 1.3%), 3-7 (n=7, 1.2 %), 3-8 (n=4, 0.7%), 4+ (n=20, 3.3%), 4-6 (n=4, 0.7%), 4-7 (n=1, 0.2%), 4-8 (n=11, 1.8%), 5+ (n=13, 2.2%), 5-6 (n=10, 1.7%), 5-7 (n=8, 1.3%), 5-8 (n=1, 0.2%) and Early Childhood (n=1, 0.2%). The distribution could be seen in *Figure 4.2.*

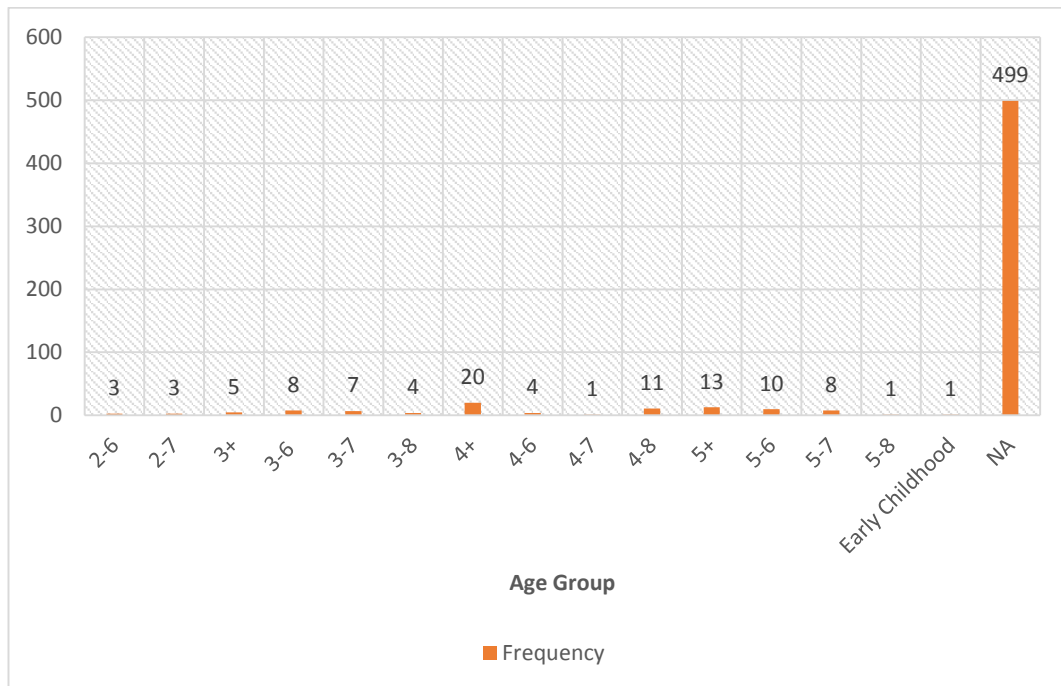


Figure 4.2. Distribution of picture storybooks by age group

36 of the picture storybooks that have been investigated (6%) have received a literary award. Among these 36 awarded books 17 of which were Turkish in origin whereas 19 of which were translated books. Apart from that only 8 of the sample (1.3%) included a concept related to ESD and 6 of which were Turkish in origin while two of which were translated books. The concepts presented by those are displayed in the Table 4.1.

Concepts related to ESD include balance of nature, depletion of fresh water resources, endangered species, environmentalist, environmental awareness, forest fire, nature conservation, natural preserve, ozone layer depletion, pollution and warming due to ozone depletion.

Table 4.1.

Specific concepts addressed related to ESD in picture storybooks

Concepts	Frequency
Balance of Nature	1
Depletion of Fresh Water Resources	1
Endangered Species	1
Environmentalism	3
Environmental Awareness	1
Forest Fire	1
Nature Conservation	1
Natural Preserve	1
Ozone Layer Depletion	2
Pollution	1
Warming due to Ozone Layer Depletion	1

4.2. What is the potential of picture storybooks in terms of presenting examples of sustainable actions with regards to 7R words which were dedicated to 3 pillars of ESD?

The data derived from picture storybooks for 4-6 year-olds were analyzed and summarized based on the 7R framework. Findings are presented with the guidance of mentioned items in the Table 3.1. Furthermore book list sorted by addressed pillars is available in Appendix G.

4.2.1. What is the variation of picture storybooks for 4-6 year-olds in terms of representing 3 Pillars (Environmental, Socio-cultural and Economic) of ESD?

As Table 4.2 illustrates, 112 pictures storybooks (18.7%) among all sample exemplify sustainable actions related to environmental pillar of ESD and 54 of which were Turkish in origin while 58 of which were translated books. 486 picture storybooks do not exemplify any; 365 picture storybooks (61%) contain sustainable actions related to socio-cultural pillar of ESD, while 233 of them do not contain any; 40 picture

storybooks (6.7%), 23 of which were Turkish in origin, include sustainable actions related to economic pillar of ESD while 558 of them do not include any. Apart from that, the results of the study demonstrated that sustainable actions related to socio-cultural pillar are reflected in picture storybooks more, compared to environmental and economic pillars. 175 picture storybooks (29.3%) do not contain any sustainable actions at all while 423 of them (70.7%) contains at least one sustainable action related to one of three pillars.

Table 4.2

Distribution of picture storybooks according to sustainable actions related to three pillars

Three Pillars		Frequency	Percent
Environmental	0	486	81.3
	1	112	18.7
Socio-cultural	0	233	39.0
	1	365	61.0
Economic	0	558	93.3
	1	40	6.7
None		175	29.3
At last one		423	70.7
Total		598	100

0: does not include 1: includes

4.2.2. What is the variation of sustainable actions which are reflected in picture storybooks with regards to Reduce and Reuse, addressing environmental pillar of ESD?

Sustainable actions under the categories of Reduce and Reuse identify the environmental pillar of the ESD. Frequencies and percentages of all items related to those two categories are illustrated in Table 4.3. According to the findings of the current study, 90 picture storybooks (15.1%) of the whole sample include sustainable actions related to Reduce. Specifically, 40 of them (6.4%) represent the item of *using non-motorized vehicles* and 38 of them (6.3%) represent the item of *using public transport* which are the most represented categories related to Reduce, while only one picture storybook (0.2%) represents the item of *using electronic tools with high energy efficiency ratio* which is the least stated category related to Reduce.

Table 4.3

Distribution of sustainable actions based on the subcategory of Reduce

Environmental Pillar Subs		Frequency	Percent
Reduce	Does not include	508	84.9
	Includes	90	15.1
	Using public transport	38	6.3
	Reducing redundant material consumption	11	1.8
	Reducing water use when there is no need	7	1.2
	Reducing energy use when there is no need	4	0.7
	Using electronic tools with high energy efficiency ratio	1	0.2

As Table 4.4 shows, 28 picture storybooks (4.7%) include sustainable actions related to Reuse. Particularly, the item of *reusing old materials* was mentioned in 26 picture storybooks (4.3%) and it was the most referred sustainable action in terms of Reuse. On the contrary, only one of the books (0.2%) mentions the item of *sharing unused*

materials with others which is the least stated item. Apart from that, when the categories of Reduce and Reuse are compared, it is seen that there are more stated sustainable actions related to Reduce.

Table 4.4

Distribution of sustainable actions based on the subcategory of Reuse

Environmental Pillar Subs		Frequency	Percent
Reuse	Does not include	570	95.3
	Includes	28	4.7
	Reusing old materials	26	4.3
	Bartering unused materials	2	0.3
	Sharing unused materials with others	1	0.2

4.2.3. What is the variation of sustainable actions which are reflected in picture storybooks with regards to Respect, Rethink and Reflect addressing socio-cultural pillar of ESD?

Socio-cultural pillar of ESD consists of the categories of Respect, Rethink and Reflect. Items related to those three categories are stated in the following. As reported by Table 4.5, 209 picture storybooks (41.7%) contain sustainable actions related to category of Respect. The item of *respect to all creatures and their survival rights* is the most mentioned sustainable action within the items of Respect. It is referred in 185 picture storybooks (30.9%). However, the item of *respect to individuals with different religious believes* is not stated in any of the books.

Table 4.5

Distribution of sustainable actions based on the subcategory of Respect

Socio-cultural Pillar Subs		Frequency	Percent
Respect	Does not include	289	48.3
	Includes	209	41.7
Respect to all creatures and their survival rights		185	30.9
Respect to children's rights and competences		63	10.5
Respect to rights of others		36	6
Respect to different physical characteristics		35	5.9
Protection of the environment of schools, neighborhoods, natural parks, forests etc.		28	4.6
Respect to home ranges of all creatures		27	4.5
Respect to different views		8	1.3
Respect to individuals from different ethnic backgrounds and races		5	0.8
Respect to people with disabilities		5	0.8
Respect to people with different level of income		5	0.8
Respect to different cultures and life-styles		4	0.7
Respect to gender equity		4	0.7
Respect to mother tongue		2	0.3
Respect to individuals with different religious believes		0	0

As Table 4.6 demonstrates category of Rethink is displayed in 87 picture storybooks (14.5%) among 598 picture storybooks. Particularly, the item of *encouraging children to be creative* is the most represented sustainable action. 62 of the picture storybooks in the sample (10.4%) represent that item. Apart from that, the item of *demonstrating*

effects of generations' actions to one another is reflected in 2 picture storybooks (0.3%), and it is the least mentioned item within the category of Rethink.

Table 4.6

Distribution of sustainable actions based on the subcategory of Rethink

Socio-cultural Pillar Subs		Frequency	Percent
Rethink	Does not include	511	85.5
	Includes	87	14.5
	Encouraging children to be creative	62	10.4
	Rethinking the decision making processes and practices	22	3.7
	Rethinking consumer culture	5	0.8
	Demonstrating effects of generations' actions to one another	2	0.3

Among 598 picture storybooks, 48 of them (9.5%) contain items related to Reflect as it is exhibited by Table 4.7. Items of *reflecting daily experiences of different cultures* (n=17, 2.8%) and *reflecting gender-stereotyped free actions* (n=16, 2.7%) are the most represented subcategories of Reflect, while items of *reflecting daily experiences of people from different religious believes* (n=3, 0.5%) and *reflecting daily experiences of people with different mother tongue* (n=2, 0.3%) are the least represented.

According to findings, it can be said that category of Respect is the most stated one among the sustainable actions related to socio-cultural pillar, when compared to Rethink and Reflect.

Table 4.7

Distribution of sustainable actions based on the subcategories of Reflect

Socio-cultural Pillar Subs		Frequency	Percent
Reflect	Does not include	541	90.5
	Includes	48	9.5
	Reflecting daily experiences of different cultures	17	2.8
	Reflecting gender-stereotyped free actions	16	2.7
	Reflecting daily experiences of people with disabilities	9	1.5
	Reflecting daily experiences related to different physical characteristics	8	1.3
	Reflecting daily experiences of people with different levels of income	7	1.2
	Reflecting daily experiences of people from different religious believes	3	0.5
	Reflecting daily experiences of people with different mother tongue	2	0.3

4.2.4. What is the variation of sustainable actions which are reflected in picture storybooks with regards to Recycle and Redistribute addressing economic pillar of ESD?

Categories of Recycle and Redistribute contribute to economic pillar of ESD according to framework of 7R. As Table 4.8 represents only 4 (0.7%) of the total of 598 picture storybooks include sustainable actions related to Recycle. Furthermore, *sorting out waste materials* (n=4, 0.7%) is the only item referred by the books among the items related to Recycle.

Table 4.8

Distribution of sustainable actions based on the subcategories of Recycle

Economic Pillar Subs		Frequency	Percent
Recycle	Does not include	594	99.3
	Includes	4	0.7
Sorting out waste materials		4	0.7
Using/buying recycled materials		0	0
Making composts		0	0
Using/buying materials that can be recycled		0	0

As for the categories of Redistribute, the items of this category are stated by 36 picture storybooks (6%). According to Table 4.9 items of *helping people for survival needs in local, national and international settings* (n=22, 3.7%) and *sharing materials/resources fairly* (n=13, 2.2%) are the only items mentioned by the books in sample within the category of Redistribute.

In addition to this, it can be said that items related to Redistribute are more reflected in the picture storybooks compared to items related to Recycle.

Table 4.9

Distribution of sustainable actions based on the subcategories of Redistribute

Economic Pillar Subs		Frequency	Percent
Redistribute	Does not include	562	94
	Includes	36	6
Helping people for survival needs in local, national and international settings		22	3.7
Sharing materials/resources fairly		13	2.2
Organizing a fund drive or charity sale for the students of schools in need		0	0

Table 4.9 (cont'd)

Creating a toy library in the schools for the usage of all children	0	0
Creating a penny bank in the schools	0	0
Sharing all materials in the school with all students	0	0

To summarize, according to the findings of the current study, frequency of the sustainable actions varies according to different 7R words. Fluctuation in the frequencies by 7R is exhibited in *Figure 4.3*. As the *Figure 4.3* implies, category of Respect is the most stated sustainable action while category of the Recycle is the least represented one.

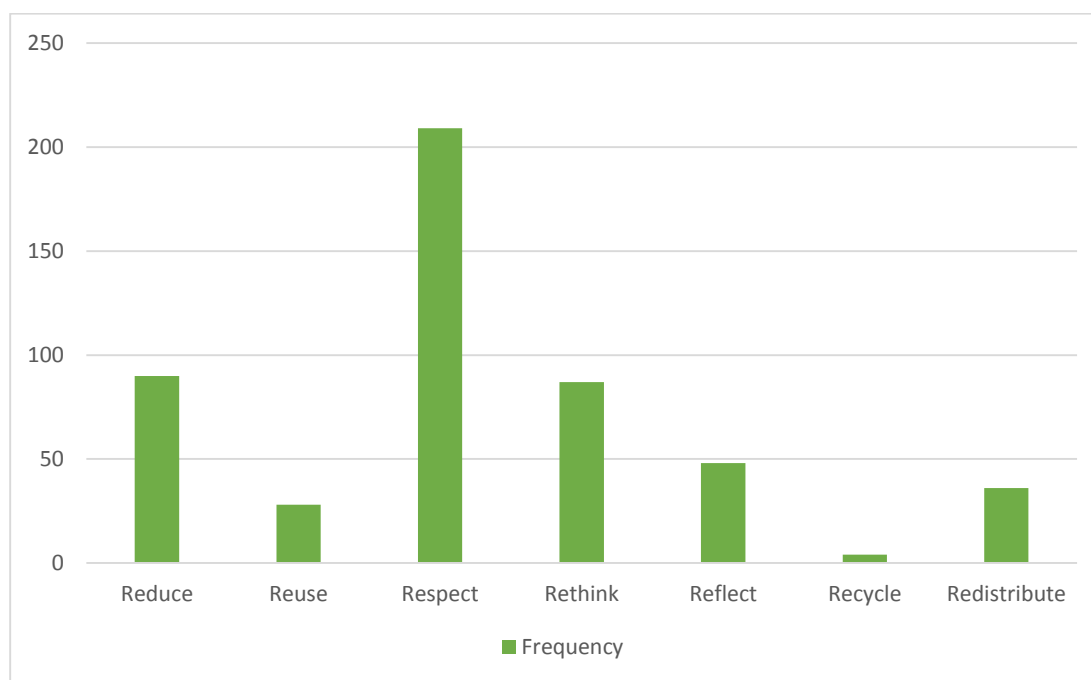


Figure 4.3 Frequency of Sustainable Actions by 7R

4.3. What is the variation of sustainable actions implied in picture storybooks according to publishing year?

According to results of the current study representation of sustainable actions varies by publishing year. 100% of the picture storybooks that were published in 1995 (n=7), 1996 (n=1), 1998 (n=3) and 2002 (n=3) include at least one sustainable action, while the books published in 2003 do not include any. The books published in 2012 (n=69, 66.7%) and 2013 (n=66, 69.5%) are the greatest in number among the books which contain at least one sustainable actions.

Regarding to environmental pillar the books published in 1996 (n=1, 100%), 1997 (n=1, 33.3%) and 1998 (n=1, 33.3%) have the higher rate of including sustainable actions. However, none of the books published in 2001, 2002, 2003 and 2006 contain sustainable actions related to environmental pillar. In terms of number, the books published in 2012 (n=21, 20.6%) and 2013 (n=23, 24.2%) are the greatest in number among the books addressing sustainable actions of environmental pillar.

As for the socio-cultural pillar, 100% of the books published in 1995 (n=7), 1996 (n=1), 1998 (n=3) and 2002 (n=3) reflect at least one sustainable action, while no picture storybook published in 2003 include any. The books published in 1997 (n=1, 33.3%) and 1998 (n=1, 33.3%) have the higher rate of containing sustainable actions, although largest number of books containing sustainable actions are those published in 2013 (n= 61, 64,2%), 2011(n=56, 70%), 2012 (n=56, 54,9%).

When it comes to economic pillar the books published in 1997 (n=1, 33.3%) and 1998 (n=1, 33.3%) have greatest rate within the books published same year in terms of reflecting at least one sustainable action related to economic pillar whereas the books published in years of 2010 (n=6, 6.5%) and 2011 (n=7, 8.8%) are greatest in number in terms of reflecting at least one related sustainable action. Apart from that, the books published in 1996, 2000, 2001, 2002, 2003, 2004 and 2005 do not include any item related to economic pillar.

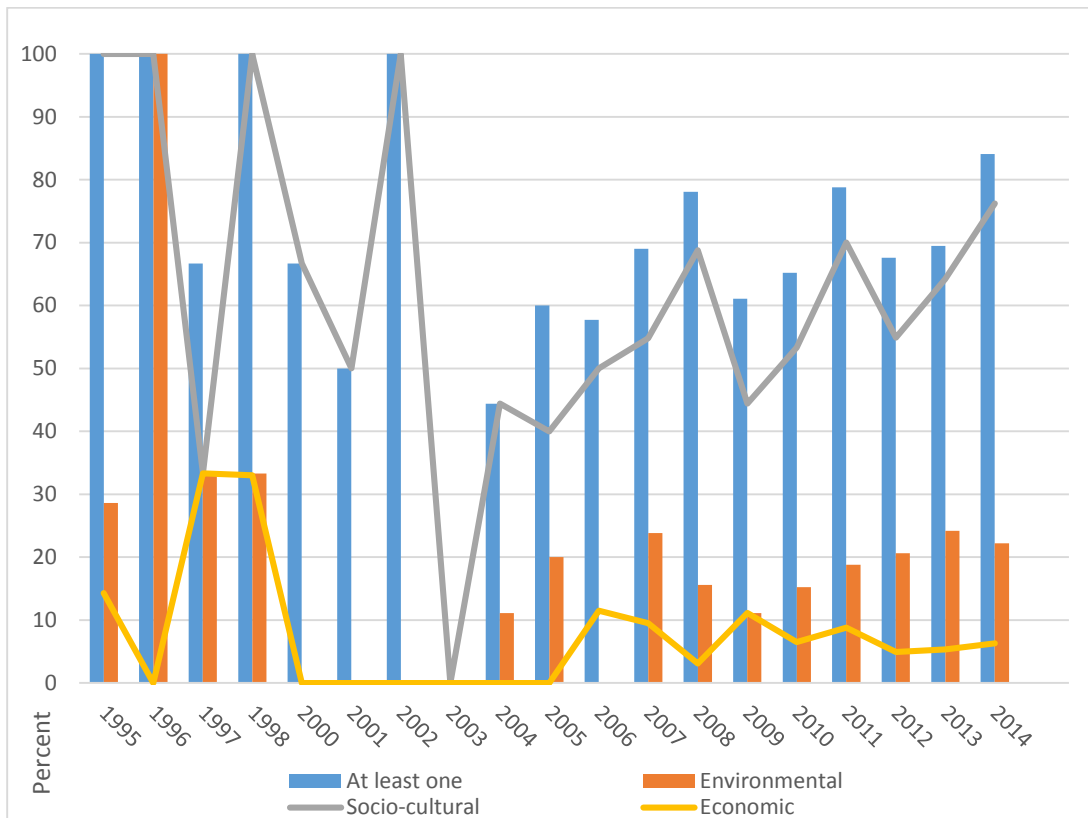


Figure 4.4 Variations in sustainable actions mentioned in picture storybooks by year

As Figure 4.4 demonstrates, presentation of a sustainable action in a storybook changes from year to year. In addition, the volume of this change varies; from a slight change to a greater change. Until 1997, 100% of picture books reflected at least one sustainable action. However, this result may be attributed to the small number of books, since there is only one book published in 1996 and 7 books published in 1995 among the sample of the study. From 1997 to 2002, this percentage decreases. The decrease in the percentage of books with at least one sustainable action accelerates as the time passes. In 2003 there is a great reduction, from 100 to 0 in percent; from 2004 to 2007 a slightly increase is observed, yet the trend continues with a slight decrease in 2009 according to figure 4.5. From 2009 to 2011, a slight increase is demonstrated, yet it ends with a decrease in 2012 as well. From 2012 to 2014 a slight increase in percent of reflecting at least one of the sustainable actions among the books explored.

Apart from those, it can be said that greatest changes in percent in terms of representing at least one sustainable action is seen in socio-cultural pillar compared to

environmental and economic pillars. Regarding recent years, it can be said that there is generally a slight increase in percent, in terms of reflecting at least one sustainable action in terms of all three pillars as displayed by *Figure 4.4*.

4.4. In what ways do picture storybooks represent the examples of sustainable actions that address the 7R?

Picture storybooks for 4-6 year-olds were investigated in order to describe the ways they propose sustainable actions as well. In scope of this research question title, cover picture, plot and pictures of the picture storybooks were explored based on the above mentioned framework of 7R in Table 3.1. Items are presented with the frequencies and percentages of their existence in the title, cover picture and pictures. As for the plot, items are displayed as being hidden or clear, based on the statement of sustainable actions. Apart from those, all findings derived from this investigation are reported separately based on categories of 7R.

Exploration of items of Reduce in terms of title, cover picture, plot and pictures

First of all, items of Reduce are explored in detail, according to representations of sustainable actions. As Table 4.10 points, no item within Reduce is stated in the title of any picture storybooks. However, the item of *using public transport* (n=8, 1.3%) and *using non-motorized vehicles* (n=7, 1.2%) are pictured in the cover picture. As for the results of picture examination, 5 of the 6 items of Reduce are exhibited via pictures of the books. The items of *using public transport* (n=37, 6.2%) and *using non-motorized vehicles* (n=37, 6.2%) are the most reflected items in the pictures, whereas the item of *using electronic/technological tools with high energy efficiency ratio* is not displayed in any of the books via pictures.

Table 4.10

Distribution of items of Reduce with respect to title, cover picture and pictures

Reduce	Title		Cover Picture		Pictures	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Reducing energy use when there is no need	0	0	0	0	2	0.3
Reducing water use when there is no need	0	0	0	0	7	1.2
Reducing redundant material consumption	0	0	0	0	5	0.8
Using electronic/technological tools with high energy efficiency ratio	0	0	0	0	0	0
Using public transport	0	0	8	1.3	37	6.2
Using non-motorized vehicles	0	0	7	1.2	37	6.2

Apart from those, all items of Reduce were reflected in plot of at least one picture storybook as Table 4.11 illustrates. 5 out of 6 items were referred as hidden in plot and *using public transport* is the most referred item in plot as hidden (n=24, 4%). Similarly, 5 out of 6 items stated in plot as clear and *using non-motorized vehicles* is the most referred item in the plot as clear (n=4, 0.7%). To conclude, most of the items of Reduce are declared through plot, compared to title, cover picture and pictures of the books.

Table 4. 11

Distribution of items of Reduce with respect to plot

Reduce Plot	Frequency	Percent
Using public transport		
Hidden	24	4
Clear	1	0.2
Using non-motorized vehicles		
Hidden	20	3.3
Clear	4	0.7
Reducing redundant material consumption		
Hidden	6	1.0
Clear	3	0.5
Reducing energy use when there is no need		
Hidden	2	0.3
Clear	2	0.3
Using electronic/technologic tools with high energy efficiency ratio		
Hidden	1	0.2
Clear	0	0
Reducing water use when there is no need		
Hidden	0	0
Clear	1	0.2

Examples from the Data Related to Reduce

Reduce cover page example: Using public transport



Figure 4.5 Example of using public transport, cover page of Arkadaşım Otobüs Şoförü (My Friend who is Bus Driver) (Butschkow, 2014).

Reduce hidden plot example: Using electronic/technological tools with high energy efficiency ratio

Modern trucks consume a lot less fuel on the contrary to old ones (Butschkow, 2014).

Reduce clear plot example: Reducing redundant material consumption

It is enough for now. Little bears always should pick wild pear as amount of they are able to eat (Ural, 2013).

Reduce picture example: Using non-motorized vehicles



Figure 4.6 Example of using non-motorized vehicles, picture of Uyurgezer Fil (Sleepwalker Elephant) (Ak, 2008).

Exploration of items of Reuse in terms of title, cover picture, plot and pictures

There are three items under the category of Reuse. Those three items are not stated in the titles of any of the books in the sample of the current study. However, one of these items, which is *reusing old materials* (n=2, 0.3%), is displayed through cover picture. Similarly, the item of *reusing old materials* is the most commonly displayed item via pictures (n=20, 3.3%), whereas the item of *sharing unused materials with others* is not displayed at all.

Table 4.12

Distribution of items of Reuse with respect to title, cover picture and pictures

Reduce	Title	Cover Picture		Pictures			
		Frequency	Percent	Frequency	Percent		
Reusing old materials		0	0	2	0.3	20	3.3
Bartering materials	unused	0	0	0	0	1	0.2
Sharing materials with others	unused	0	0	0	0	0	0

Apart from those, all 3 items of Reuse are stated in the plot as Table 4.13 displays. The item of *reusing old materials* are the most stated one as hidden (n=17, 2.8%) and clear (n=5, 0.8%). Lastly, it can be said that most of the items are demonstrated through plot.

Table 4. 13

Distribution of items of Reuse with respect to plot

Reuse Plot	Frequency	Percent
Reusing old materials		
Hidden	17	2.8
Clear	5	0.8
Bartering unused materials		
Hidden	1	0.2
Clear	1	0.2
Sharing unused materials with others		
Hidden	1	0.2
Clear	0	0

Examples from the Data Related to Reuse

Reuse cover picture example: Reusing old materials

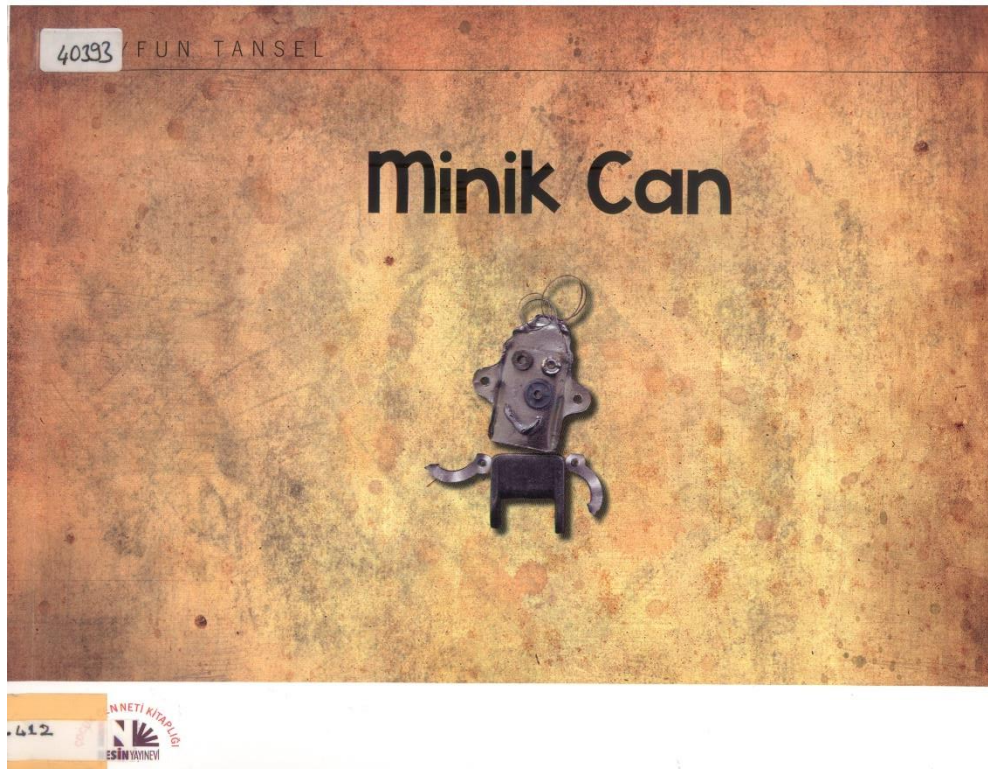


Figure 4.7 Example of reusing old materials, cover page of Minik Can (Little Can) (Tansel (2013)).

Reuse plot hidden example: Reusing old things

... Yet, there is something missing: space-helmet and oxygen tube. They made paper bags as space-helmet...

Reuse plot clear example: Bartering unused materials

Rabbit was sad. He said 'I really wish to have a bicycle'. Franklin was sad, too. He said 'I really wish to have a scooter'. Rabbit said 'Himm'. Franklin said 'Himm'... 'We are going to barter the scooter with bicycle' said Franklin. Clark (2010), in Franklin ve Scooter

Reuse picture example: Reusing old materials:

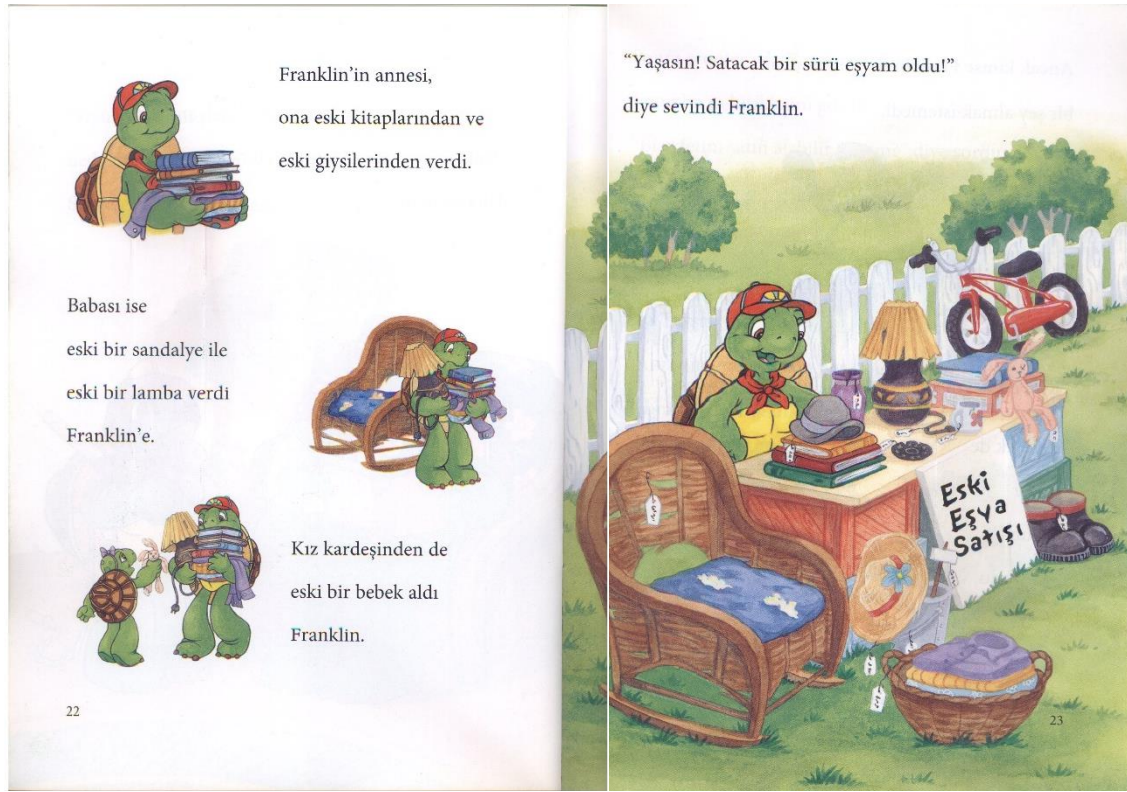


Figure 4.8 Example of reusing old things, picture of Franklin ve Scooter (Franklin and Scooter) Clark (2010).

Exploration of items of Respect in terms of title, cover picture, plot and pictures

The category of Respect consists of 14 items. Table 4.14 demonstrates examination of those items in terms of their existence in title, cover picture and pictures of the sample books. First of all, only 1 item of Respect, which is *respect to all creatures and their survival rights*, is reflected by title (n=1, 0.2%), while there are 4 items reflected through cover picture. The item of *respect to all creatures and their survival rights* is the most stated item through cover picture (n=12, 2%) among those four. Apart from those, the most displayed item through pictures is *respect to all creatures and their survival rights* (n=140, 23.4%). However, there are five items (*respect to different cultures and life-styles*, *respect to mother tongue*, *respect to individuals with different*

religious believes, respect to individuals from different ethnic backgrounds and races and respect to different views) which are not displayed in any sustainable action via pictures.

Table 4.14

Distribution of items of Respect with respect to title, cover picture and pictures

Respect	Title		Cover Picture		Pictures	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Respect to all creatures and their survival rights	1	0.2	12	2	140	23.4
Respect to home ranges of all creatures	0	0	2	0.3	17	2.8
Protection of the environment of schools, neighborhoods, natural parks, forests etc.	0	0	2	0.3	11	1.8
Respect to rights of others	0	0	0	0	5	0.8
Respect to children's rights and competences	0	0	0	0	30	5
Respect to different cultures and life-styles	0	0	0	0	0	0
Respect to gender equity	0	0	0	0	2	0.3
Respect to mother tongue	0	0	0	0	0	0
Respect to individuals with different religious believes	0	0	0	0	0	0
Respect to individuals from different ethnic backgrounds and races	0	0	0	0	0	0

Table 4.14 (Cont'd.)

Respect to people with disabilities	0	0	1	0.3	3	0.5
Respect to people with different level of income	0	0	0	0	2	0.3
Respect to different physical characteristics	0	0	0	0	12	2
Respect to different views	0	0	0	0	0	0

As Table 4.15 illustrates all 14 items are declared through plots. Most stated item among them is *respect to all creatures and their survival rights* as hidden (n=104, 17.4%) and clear (n=57, 9.5%) as well. Considering all the items referred in category of Respect, it is concluded that most of them are reflected through plot.

Table 4.15

Distribution of items of Respect with respect to plot

Respect Plot	Frequency	Percent
Respect to all creatures and their survival rights		
Hidden	104	17.4
Clear	57	9.5
Respect to children's rights and competences		
Hidden	44	7.4
Clear	18	3
Respect to different physical characteristics		
Hidden	17	2.8
Clear	17	2.8
Respect to rights of others		
Hidden	16	2.7
Clear	19	3.2
Respect to home ranges of all creatures		
Hidden	9	1.5
Clear	16	2.7
Protection of the environment of schools, neighborhoods, natural parks, forests etc.		
Hidden	8	1.3
Clear	17	2.8
Respect to individuals from different ethnic backgrounds and races		
Hidden	4	0.7
Clear	1	0.2

Table 4.15 (cont'd.)

Respect to gender equity		
Hidden	4	0.7
Clear	0	0
Respect to different views		
Hidden	3	0.5
Clear	5	0.8
Respect to people with different level of income		
Hidden	3	0.5
Clear	0	0
Respect to people with disabilities		
Hidden	2	0.3
Clear	3	0.5
Respect to different cultures and life-styles		
Hidden	2	0.3
Clear	2	0.3
Respect to mother tongue		
Hidden	1	0.2
Clear	1	0.2
Respect to individuals with different religious believes		
Hidden	0	0
Clear	0	0

Examples from the Data Related to Respect

Respect title example: Respect to all creatures and their survival rights.

Charlie and Lola -We honestly can look after your dog (Charlie ve Lola Köpeğine Gerçekten İyi Bakabiliriz) (Child, 2010).

Respect cover page example: Respect to all creatures and their survival rights



Figure 4.9 Example of respect to all creatures and their survival rights, cover page of *Arkadaşım Hayvan Bakıcısı* (My Friend who is Zookeeper) (Butschkow, 2014).

Respect plot example

Hidden example: Respect to all creatures and their survival rights

The King was good to all animals in the forest. (Azim, 2008).

Clear example: Respect to all creatures and their survival rights

Old man run to door and open it as soon as he heard to meow sound. He hugged and brought half-frozen cat near the heater. He make the cat drink the hot milk saying ‘poor kitty’. How could the owners of you leave you in such a horrible weather, and such a desolate place as well? (Güç, 2000).

Respect picture example: Respect to all creatures and their survival rights



Figure 4.10 Example of respect to all creatures and their survival rights, picture of Tuna'nın Bülbülü (Tuna's Nightingale) (Barış, 2008).

Exploration of items of Rethink in terms of title, cover picture, plot and pictures

The category of Rethink comprises four items. According to the results reflected in Table 4.16 none of these four items are stated in the titles of the books researched within the scope of the present study. However, one of the four items, which is *encouraging children to be creative*, is reflected via cover picture (n=4, 0.7%). Aside from these, the same item is the one most represented in the pictures as well (n=60, 10%). In addition to this, two other items of *rethinking consumer culture* (n=1, 0.2%) and *rethinking the decision making processes and practices* (n=1, 0.2%) are displayed via pictures.

Table 4.16

Distribution of items of Rethink with respect to title, cover picture and pictures

Rethink	Title	Cover Picture		Pictures			
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Rethinking consumer culture		0	0	0	0	1	0.2
Demonstrating effects of generations' actions to one another		0	0	0	0	0	0
Rethinking the decision making processes and practices		0	0	0	0	1	0.2
Encouraging children to be creative		0	0	4	0.7	60	10

When it comes to plot, it is seen that all the items under the category of Rethink is stated in the plot of at least one picture storybook. Among those items, *encouraging children to be creative* is the most represented item via plot as hidden (n=39, 6.5%) and clear (n=10, 1.7%). As far as results point out, presenting in the plot is the most used way of reflecting a sustainable action under the items of Rethink.

Table 4.17

Distribution of items of Rethink with respect to plot

Rethink Plot	Frequency	Percent
Encouraging children to be creative		
Hidden	39	6.5
Clear	10	1.7
Rethinking the decision making processes and practices		
Hidden	17	2.8
Clear	5	0.8
Rethinking consumer culture		
Hidden	4	0.7
Clear	1	0.2
Demonstrating effects of generations' actions to one another		
Hidden	1	0.2
Clear	1	0.2

Examples from the Data Related to Rethink

Rethink cover page example: Encouraging children to be creative

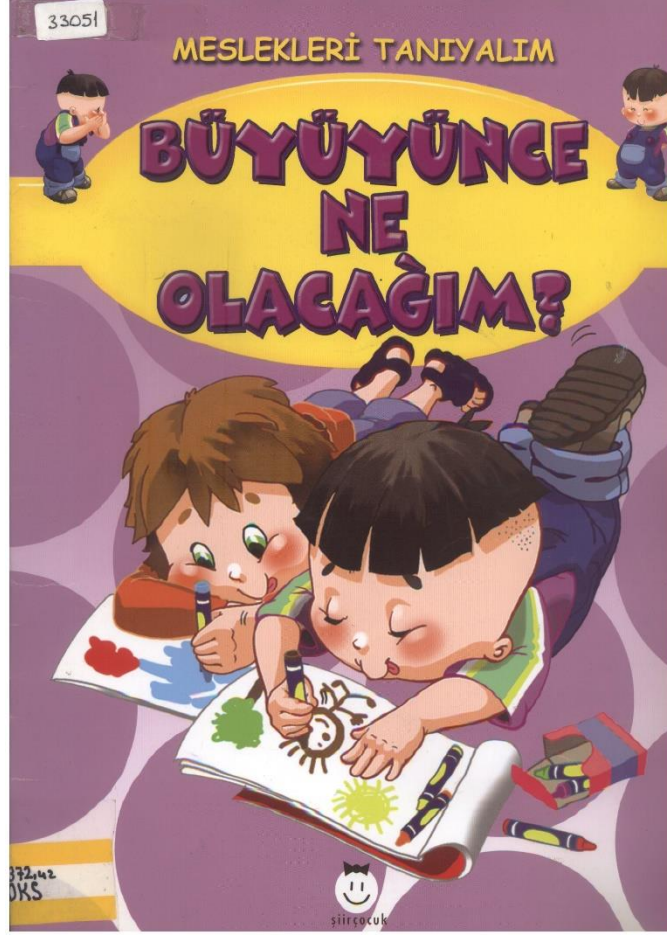


Figure: 4.11 Example of encouraging children to be creative, cover page of *Büyüyünce Ne Olacağım* (What I will become when I grow up) (Şiir çocuk, 2010).

Rethink plot example:

Hidden example: Encouraging children to be creative

One day Sercan entered the classroom when the lecture was already started. Sercan took his notebook and draw a bird. Teacher approached Sercan. He caressed him:

-Sercan, your bird is so beautiful, he said. He showed the Sercan's bird to his classmates. They liked it very much. They applauded.' BulutPublishing, (2007).

Clear example: Encouraging children to be creative

Teacher wrote a letter to parents of Gazel:

To Gazel's mother and father, Hello! Gazel is incompetent in drawing and painting. Please study with her. So that she will draw everything as it is supposed to be and paint without overflowing the paint...

Before reading the teacher's letter, the artist examined the picture of Gazel carefully. Gazel was expecting that the artist would criticize her picture as her teacher did. However, the famous artist did not. Instead, he said 'It's a wonderful picture. You are a true artist' caressing Gazel's head. Abadi (2011).

Rethink picture example: Encouraging children to be creative



Figure 4.12 Example of encouraging children to be creative, picture of Saygılı Tırtıl (Respectful Caterpillar) (Ak İnci & Salman, 2012).

Exploration of Items of Reflect in terms of Title, Cover Picture, Plot and Pictures

Category of Reflect consist of seven items. Five items out of seven are displayed in the pictures as Table 4.18 displays. Among those, the item of *reflecting daily experiences of different cultures* is the most displayed one (n=14, 2.3%). Apart from those, the items of *reflecting daily experiences of different cultures* (n=1, 0.2%) and *reflecting daily experiences of people with disabilities* (n=1, 0.2%) are the only items that exhibited through cover pages while none of the items were reflected in title.

Table 4.18

Distribution of items of Reflect with respect to title, cover picture and pictures

Reflect	Title		Cover Picture		Pictures	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Reflecting daily experiences of different cultures	0	0	0	0	14	2.3
Reflecting daily experiences of people from different religious believes	0	0	1	0.2	0	0
Reflecting daily experiences of people with different mother tongue	0	0	0	0	0	0
Reflecting daily experiences of people with disabilities	0	0	0	0	7	1.2
Reflecting daily experiences of people with different levels of income	0	0	1	0.2	4	0.7
Reflecting gender-stereotyped free actions	0	0	0	0	11	1.8

Table 4. 18 (cont'd.)

Reflecting daily experiences related to different physical characteristics	0	0	0	0	3	0.5
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As Table 4.19 illustrates all seven items are mentioned in the plot. *Reflecting gender-stereotyped free actions* is the most stated item as hidden (n=10, 1.7%) in the plot and *reflecting daily experiences of people with disabilities* is the most stated one as clear (n=7, 1.2%) in the plot. Lastly, it can be stated that plot is the most used way in terms of reflecting an item under the category of Reflect compared to title, cover picture and pictures.

Table 4.19

Distribution of items of Reflect with respect to plot

Reflect Plot	Frequency	Percent
Reflecting gender-stereotyped free actions		
Hidden	10	1.7
Clear	3	0.5
Reflecting daily experiences of different cultures		
Hidden	7	1.2
Clear	3	0.5
Reflecting daily experiences of people with different levels of income		
Hidden	4	0.7
Clear	3	0.5

Table 4.19 (cont'd.)

Reflecting daily experiences related to different physical characteristics		
Hidden	4	0.7
Clear	3	0.5
Reflecting daily experiences of people from different religious believes		
Hidden	3	0.5
Clear	0	0
Reflecting daily experiences of people with disabilities		
Hidden	1	0.2
Clear	7	1.2
Reflecting daily experiences of people with different mother tongue		
Hidden	1	0.2
Clear	1	0.2

Examples from the Data Related to Reflect

Reflect cover picture example: Reflecting daily experiences of people with disabilities

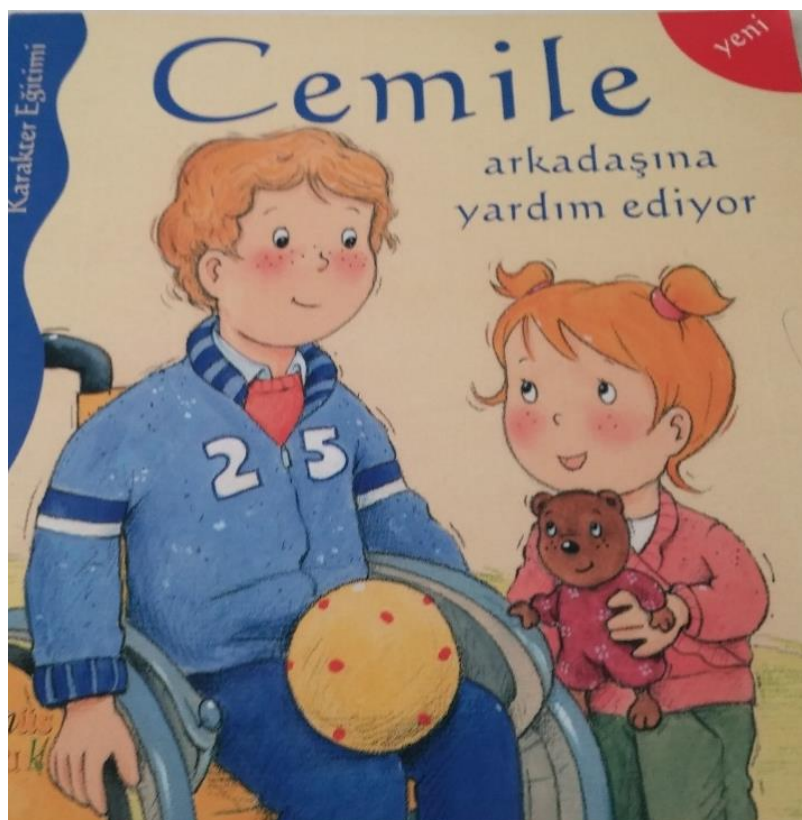


Figure. 4.13 Example of reflecting daily experiences of people with disabilities, cover page of Cemile Arkadaşına Yardım Ediyor (Camille helps a friend) (De Pétigny, 2008).

Reflect plot example:

Hidden example: Reflecting daily experiences of people with disabilities

The flower finished her concert after a while. Giant and birds asked questions to flower. But flower did not speak again. Because she could only play violin. She did not know how to speak.’ (Gökmen, 2013, p 21).

Clear example: Reflecting daily experiences of people with disabilities

There was no image or text on the page. There were only embossed thatches which are lined up one after the other with a particular arrangement. Arda passed his fingers on bubbles of paper while looking up. Then he began to read.’ (Büyükmeriç, 2013).

Reflect picture example: Reflecting daily experiences of people with disabilities

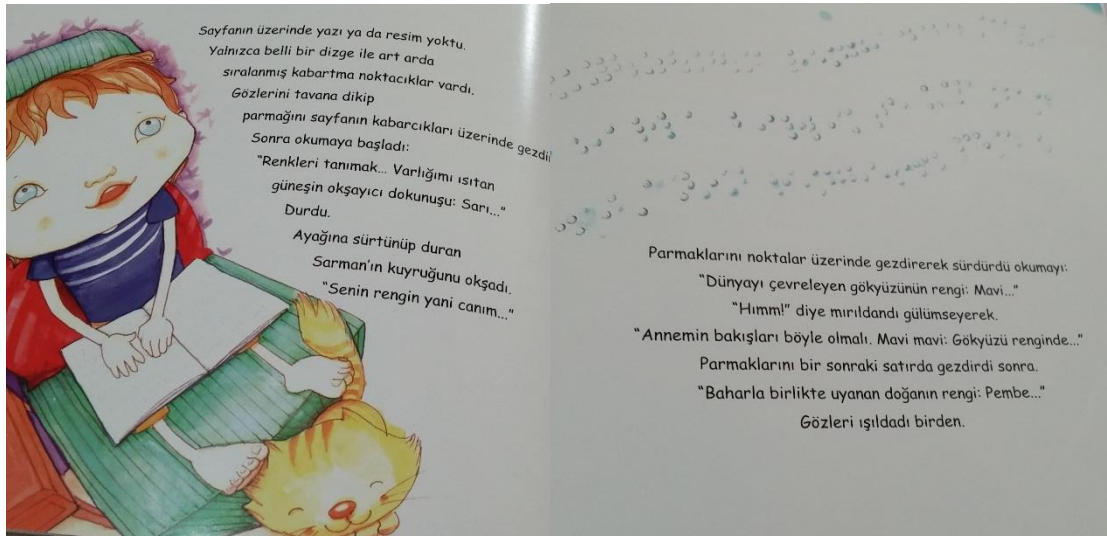


Figure: 4.14 Example of reflecting daily experiences of disabled people, picture of Doğum Günü Armağanı (Birthday Present) (Büyükmeriç & Deliorman, 2013).

Exploration of items of Recycle in terms of title, cover picture, plot and pictures

Category of Recycle includes four items. None of the four items are reflected through titles or the cover pictures of the books in the sample as Table 4.20 illustrates. Only, one of the items, which is *sorting out waste materials* is reflected in pictures (n=3, 0.5%).

Table 4.20

Distribution of items of Recycle with respect to title, cover picture and pictures

Recycle	Title		Cover Picture		Pictures	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Sorting out waste materials	0	0	0	0	3	0.5
Using/buying recycled materials	0	0	0	0	0	0
Making composts	0	0	0	0	0	0

Table 4.20 (cont'd.)

Using/buying materials that can be recycled	0	0	0	0	0	0
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Apart from those, plot is utilized with the *item of sorting out waste materails* as hidden (n=1, 0.2) and clear (n=1, 0.2%). Other items were not reflected at all as Table 4.21 displays.

Table 4.21

Distribution of items of Recycle with respect to plot

Recycle Plot	Frequency	Percent
Sorting out waste materials		
Hidden	1	0.2
Clear	1	0.2
Using/buying recycled materials		
Hidden	0	0
Clear	0	0
Making composts		
Hidden	0	0
Clear	0	0
Using/buying materials that can be recycled		
Hidden	0	0
Clear	0	0

Examples from the Data Related to Recycle

Recycle plot example:

Hidden example: Sorting out waste materials

Naci took out two toilet paper rolls from waste materials box (Ak İnci, 2012, p.10).

Clear example: Sorting out waste materials

Papers go to this box, glass go to that box. Plastics go to another box (Birkett, 2011).

Recycle Picture example: Sorting out waste materials



Figure 4.15 Examples of sorting out waste materials, picture of Artık Kendim Temizleyebilirim (Clean it!) (Birkett, 2011).

Exploration of items of Redistribute in terms of title, cover picture, plot and pictures

Six items are defined in the category of Redistribute. As the Table 4.22 summarizes, items of Redistribute are not reflected via title and cover picture. Three items out of six were mentioned through pictures. The items of *helping people for survival needs in local, national and international settings* (n=8, 1.3) and *sharing materials/resources fairly* (n=8, 1.3%) are the most reflected items via pictures.

Table 4.22

Distribution of items of Redistribute with respect to title, cover picture and pictures

Redistribute	Title		Cover Picture		Pictures	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Helping people for survival needs in local, national and international settings	0	0	0	0	8	1.3
Organizing a fund drive or charity sale for the students of schools in need	0	0	0	0	1	0.2
Creating a toy library in the schools for the usage of all children	0	0	0	0	0	0
Creating a penny bank in the schools	0	0	0	0	0	0
Sharing all materials in the school with all students	0	0	0	0	0	0
Sharing materials/resources fairly	0	0	0	0	8	1.3

As table 4.23 displays three items of Redistribute was reflected in plot. Among them, the item of *helping people for survival needs in local, national and international settings* is the most reflected item in the plot as hidden (n=12, 2%) and clear (n=10, 1.7%).

Table 4. 23

Distribution of items of Redistribute with respect to plot

Redistribute	Frequency	Percent
Helping people for survival needs in local, national and international settings		
Hidden	12	2
Clear	10	1.7
Sharing materials/resources fairly		
Hidden	9	1.5
Clear	4	0.7
Organizing a fund drive or charity sale for the students of schools in need		
Hidden	0	0
Clear	1	0.2
Creating a toy library in the schools for the usage of all children		
Hidden	0	0
Clear	0	0
Creating a penny bank in the schools		
Hidden	0	0
Clear	0	0

Table 4.23 (cont'd.)

Sharing all materials in the school with all students		
Hidden	0	0
Clear	0	0

Examples from the Data Related to Redistribute

Redistribute plot example:

Hidden example: Helping people for survival needs in local, national and international settings

...After Pigeon pass the golden key in its beak to the girl, it said:

- There is a cupboard within that tree. Open it, you will find food. You may get rid of hunger by eating them (Göker, 2006).

Clear example: Helping people for survival needs in local, national and international settings

...Dandelion: 'Dear children, I get old. You know that children in Africa experience hunger. We need to go there and help them. If we don't, they always face with hunger. Take these seeds to Africa. Sow them in the country of children who face with hunger. Rain and sun will always help you' (Kocadoru, 2013 ,p 12).

Redistribute picture example: Helping people for survival needs in local, national and international settings



Ev tamamlandığında, "Şimdi sana akşam yemeğini getirelim" dediler. Sevecen elma, Tomurcuk meyve çekirdekleri, Peri kuru üzüm, Baltazar karahindiba yaprakları, Geyikböceği de havuç getirdi.

Tarla faresi halinden memnun gülümsedi. "Evim çok güzel oldu. Ayrıca akşam yemeği için de size teşekkür ederim!" dedi.

Figure 4.16 Example of helping people for survival needs in local, national and international settings, picture of Uğurböceği Sevecen ile Salyangoz Tomurcuk: Ayçiçekleri (Berry the Snail and Dolly the Ladybird: Sun Flowers) (Bartos, 2014).

Above mentioned report of findings, which demonstrates the range of reflecting sustainable actions by title, cover page, plot and pictures with respect to categories of 7R, shows that plot is the most utilized way of presenting sustainable actions, while pictures are the second way following plot. According to the results with respect to categories, it is seen through *Figure 4.17* that plot is more used than others in categories of Reduce, Reuse, Respect, Rethink and Reflect, whereas pictures and plot is equally used in categories of Recycle and Redistribute. Furthermore, cover page do not exhibit any action related to Recycle and Redistribute; yet the title is only used in introducing a sustainable action related to category of Respect.

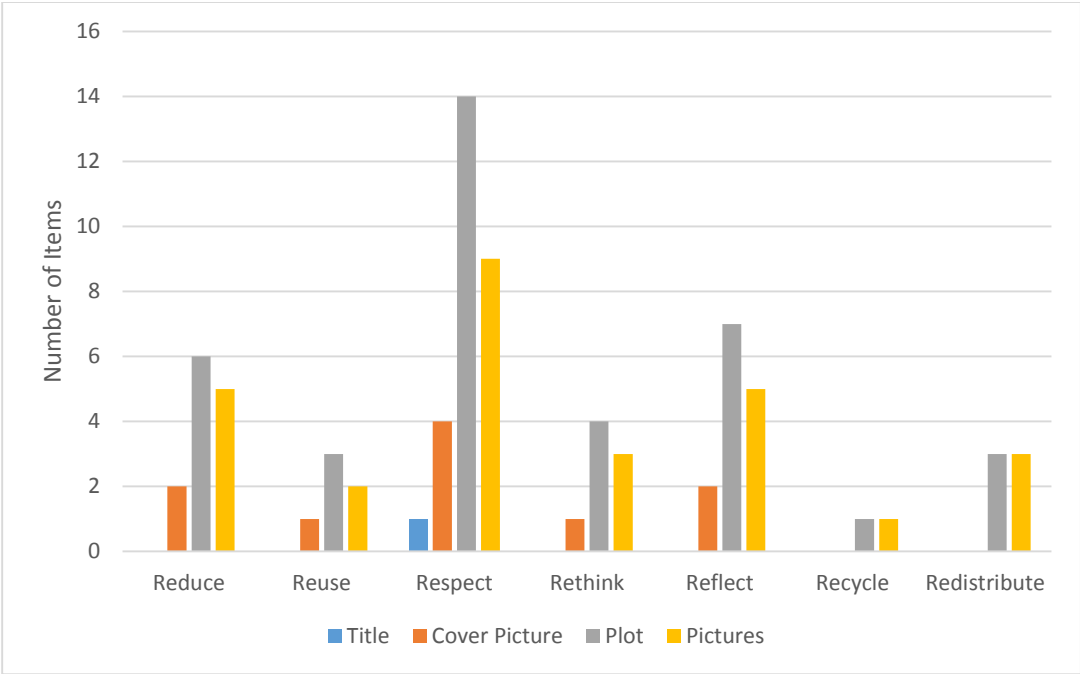


Figure. 4.16 Variation of 7R based on the portrayal way

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter summarizes the sustainable actions represented by picture storybooks along with discussion of major findings of the current study and presentation of implications and recommendations for further studies.

5.1. Summary of the Study

The present study proposed to describe the potential of picture storybooks with regards to the framework of 7R, which address three pillars of ESD. The content analysis method was utilized to examine 598 picture storybooks written for 4-to-6-aged children with a rubric addressing 7R. Major findings of the study are presented in the following section.

5.2 Major Findings

Descriptive characteristics

Publishing years varied from 1995 to 2014. Most of the books were published in 2012, 2013 and 2010.

Ninety seven different publishers were reached in the scope of the study. Most of the books were published by İş Bankası Kültür Publishing and Uçanbalık Publishing.

A total of 56.7% of the books were originally published in Turkey, whereas 43.3% of the sampled books consisted of translated books.

A total of 83.4% of the sample did not include any specific age-group level.

Only 6% of the picture storybooks have received a literary award.

Only 1.3% of the whole sample included a concept related to ESD. Mentioned concepts are balance of nature, depletion of fresh water resources, endangered species, environmentalist, environmental awareness, forest fire, nature

conservation, natural preserve, ozone layer depletion, pollution and warming due to ozone depletion.

Distribution of sustainable actions

A total of 70.7% of the picture storybooks include at least one sustainable action; 18.7% of them include actions of environmental pillar; 61% of them include actions of socio-cultural pillar and, 6.7% of them include actions of economic pillar.

Among the whole sample 15.1% of them contain sustainable actions related to Reduce, 4.7% of them contain sustainable actions related to Reuse; 41.7% of them contain sustainable actions related to Respect, 14.5% of them contain sustainable actions related to Rethink, 9.5% of them contain sustainable actions related to Reflect, 0.7% of them contain sustainable actions related to Recycle, 6% of them contain sustainable actions related to Redistribute.

Variation of sustainable actions by item

In terms of Reduce sub-categories, 6.7% of picture storybooks reflect the item of *using non-motorized vehicles*, 6.3% of them reflect the item of *using public transport*, 1.8% of them reflect the item of *reducing redundant material consumption*, 1.2% of them reflect the item of *reducing water use when there is no need*, 0.7% of them reflect the item of *reducing energy use when there is no need* and 0.2% of them reflect the item of *using electronic tools with high energy efficiency ratio*.

In terms of Reuse sub-categories, 4.3% of the books in sample include the item of *reusing old materials*, 0.3% of them include the item of *bartering unused materials* and 0.2% of them include the item of *sharing unused materials with others*.

In terms of Respect sub-categories, 30.9% of the books in the whole sample contain the item of *respect to all creatures and their survival rights*, 10.5% of

them contain the item of *respect to children's rights and competences*, 6% of them contain the item of *respect to rights of others*, 5.9% of them contain the item of *respect to different physical characteristics*, 4.6% of them contain the item of *protection of the environment of schools, neighborhoods, natural parks, forests etc.*, 4.5% of them contain the item of *respect to home ranges of all creatures*, 1.3% of them contain the item of *respect to different views*, 0.8% of them contain the items of *respect to individuals from different ethnic backgrounds and races*, *respect to people with disabilities* and *respect to people with different level of income* separately, 0.7% of them contain the items of *respect to different cultures and life-styles* and *respect to gender equity* separately and 0.3% of them contain the item of *respect to mother tongue* and none of them contain the item of *respect to individuals with different religious believes*.

In terms of Rethink, the item of *encouraging children to be creative* is demonstrated by 10.4% of the picture storybooks, *rethinking the decision making processes and practices* is demonstrated by 3.7% of them, *rethinking consumer culture* is demonstrated by 0.8% of them and *demonstrating effects of generations' actions to one another* is demonstrated by 0.3% of them.

In terms of Reflect, item of *reflecting daily experiences of different cultures* is exhibited by 2.8% of the sample, *reflecting gender-stereotyped free actions* is exhibited by 2.7% of them, *reflecting daily experiences of people with disabilities* is exhibited by 1.5% of them, *reflecting daily experiences related to different physical characteristics* is exhibited by 1.3% of them, *reflecting daily experiences of people with different levels of income* is exhibited by 1.2% of them, *reflecting daily experiences of people from different religious believes* is exhibited by 0.5% of them and *reflecting daily experiences of people with different mother tongue* is exhibited by 0.3% of them.

In terms of Recycle, item of *sorting out waste materials* is displayed by 0.7% of the picture storybooks and the items of *using/buying recycled materials*,

making composts and *using/buying materials that can be recycled* are displayed in none of the books in the sample.

In terms of Redistribute, 3.7% of the sample involve the item of *helping people for survival needs in local, national and international settings*, 2.2% of them involve the item of *sharing materials/resources fairly* and none of them involves the items of *organizing a fund drive or charity sale for the students of schools in need*, *creating a toy library in the schools for the usage of all children*, *creating a penny bank in the schools* and *sharing all materials in the school with all students*.

Variation of sustainable actions by year

100% of the picture storybooks that published in 1995, 1996, 1998 and 2002 hold at least one sustainable action while none of the books published in 2003 do any. The books published in 2012 and 2013 are the greatest in number among the books which hold at least one of the sustainable actions.

The books published in 1996, 1997 and 1998 have the highest rate in terms of including an action related to environmental pillar; however, none of the books published in 2001, 2002, 2003 and 2006 include any. Among the books addressing environmental pillar, the books published in 2012 and 2013 have the greatest shares.

100% of the books published in 1995, 1996, 1998 and 2002 reflect at least one sustainable action related to socio-cultural pillar, while none of the books published in 2003 do any. The books published in 2013, 2011 and 2012 hold the largest numbers of books containing actions of economic pillar.

The books published in 1997 and 1998 have greatest rate regarding to including an action related to economic pillar, whereas the books published in years of 2010 and 2011 are greatest in number. None of the books published in 1996, 2000, 2001, 2002, 2003, 2004 and 2005 include any item related to economic pillar.

From 1995 to 2004 great decreases and increases is observed in rate in terms of addressing socio-cultural pillar and from 1995 to 2000 great decreases and

increases is observed in rate in terms of addressing environmental and economic pillar while there is slightly difference in rate from 2004 to 2014 for all three pillars.

Variation of items by representation ways

Mainly plot is the most utilized way compared to others in terms of representing the sustainable actions. In categories of reduce, reuse, respect, rethink and reflect plot is the most used method whereas pictures and plot is equally used in categories of recycle and redistribute.

Pictures are the second most observed way following plot in terms of representing the sustainable actions.

In categories of Reduce, Reuse, Respect, Rethink and Reflect cover pictures are used to present, while in categories of Recycle and Redistribute, they are not.

Title is only used in introducing a sustainable action related to category of Respect.

5.3 Discussion

5.3.1. Descriptive Characteristics of Picture Storybooks

In scope of this study 598 picture storybooks which comprises of all picture storybooks for children 4-to-6-year-olds from two national children's library were investigated. According to the results of the study, majority of the books were published in recent years, particularly in 2012, 2013 and 2010. Similar to this result, in another study sample of which is picture storybooks chosen from children's libraries as identical to current study were reported that most of them were published in recent years as well (Goins, 2004). Apart from that, books in the sample of another study conducted in Turkey were generally published in recent years. The sample of the study consists of randomly selected picture books from children's libraries as well as preschool library centers, individual collections and publishers (Veziroğlu & Gönen, 2012). This

common finding may be a result of the yearly update of the books in children's libraries; so more recent books outnumber the earlier ones.

Picture storybooks, which are published by 97 different publishing companies, were investigated. Since the current study did not limit the range of publishing companies, books of many different publishing companies were accessed. 56.7% of the books in the sample were originally published in Turkey whereas 43.3% of them consisted of translated books. This result disputes with the study of Veziroğlu (2009). In the study of Veziroğlu (2009), it was mentioned that 184 books of the sample of the study were of origin of Turkey while 66 of them were translated, among picture books written for 3-to-6-year-olds. Similarly, 55 picture storybooks out of 250 were reported to be translated books in Işıtan's (2005) sample of the study. This discrepancy in findings may be associated with the years which the studies were conducted. Recently, more translated books may have been published compared to past.

83.4% of the sample did not include any specific age-group level. The others were labeled as: for 2-to-6 -year-olds, 2-to-7-year-olds, three years and older, 3-to-6-year-olds, 3-to-7-year-olds, 3-to-8-year-olds, four years and older, 4-to-6-year-olds, 4-to-7-year-olds, 4-to-8-year-olds, five years and older, 5-to-6-year-olds, 5-to-7-year-olds, 5-to-8-year-olds and early childhood. This result do not dispute the reported demographic characters of picture books by different studies conducted in Turkey. In other words, books having no age-group information are observed in other studies with various proportions as well. For instance, the study conducted by Dirican (2013) reported that majority of the picture books written for 3-6 years old (68.15%) did not include an age group level, and the study conducted by Gönen and Güler (2011), which address picture books for 2-12 years old, listed 15% of the sample as having no specific age group information. Books addressing early childhood years may be utilize for years. Firstly, picture storybooks may be read aloud to young children. Afterwards, young children may perform pretend reading with those books. After they learn how to read, they may read those books themselves. Furthermore, picture storybooks generally address the 4-to-7 year-olds with a purpose to read aloud (Lynch-Brown et al., 2014). Therefore publishers may choose not to include any specific age group

information or may have experienced difficulties regarding to identifying appropriate age-group level.

Only 6% of the picture storybooks have received national or international literary award. It could be seen that a quite small proportion of the sample was evaluated as being distinguished from others by literature committees. Each year many books get published. However, among them, only the most distinguished ones are chosen to be awarded. Considering the amount of possible number of books which can be awarded during a year this result is expected. In addition, this study did not limit its sample based on literary qualities.

A total of 87.7% of the sampled books do not include any specific concept related to ESD. In other words, only 1.3% of the whole sample introduce a concept related to ESD. Owing to this, it can be said that a great deal of the picture storybooks do not provide place for sustainability literacy. Mentioned concepts are balance of nature, depletion of fresh water resources, endangered species, environmentalist, environmental awareness, forest fire, nature conservation, natural preserve, ozone layer depletion, pollution and warming due to ozone depletion, which are generally associated to environmental pillar. In the same manner, concepts of endangered species, pollution and destructions of habitat/forests reflected in other studies (Goins 2004; Rule & Atkinson, 1994) which focused on ecological concerns. This finding may be associated with the tendency to address environmental pillar, which may be caused by the notion of environmental movement. Until 1990's, environmental education focused on concept knowledge in terms of creating the awareness related to environmental problems. In 1990s, with the development of ESD and new approaches in Environmental Education, the content of concerns related to Earth has extended to social-cultural and economic dimensions as well (Davis, 2010). Although current study's sample was chosen according to publication year referring Rio Declaration (1992), the reflection of this notion may need more time. Apart from that, preliminary research survey of studies related to ESD demonstrated that most of the studies focus on direct experience with nature and gaining knowledge and skills related to environmental processes and issues (Davis, 2009). This fact shows that even the

researchers have the tendency to focus on ecological concerns rather than covering all three aspects.

5.3.2. Three Pillars based Variation of Sustainable Actions Reflected by Picture Storybooks

The results of the current study pointed that majority of the picture storybooks hold a message of at least one sustainable action in terms of one of the three pillars. Despite the insufficiency of concept introduction, picture storybooks have a considerable amount of potential for sustainable action introduction, as put by the results. This result may be attributed to the effort of identifying each single action related to 7R in terms of exploration of picture storybooks by text and pictures, in addition to the broad content of ESD, from respect to civil rights to respect to all creatures, as well as environmental protection in global settings (UNESCO, 2005). Particularly, the texts were investigated in terms of clear or hidden messages brought by the story line and pictures were explored as portrayal of those actions. What's more, supposing that the majority of the picture storybooks were not written with the purpose of illustrating sustainability, the probability that majority of them include messages related to sustainable actions even with hidden structures is meaningful since ESD is a concept constituted from the facts experienced through daily life. With this point of view, the results of the current study are hope-inspiring; however, this result is not maintained in the subcategories. Indeed, generally sustainable actions are reflected in picture storybooks with low proportions, a fact which will be referred in following part.

As for the exploration of picture storybooks by considering each pillar, it is observed that more than half of the sample reflect socio-cultural pillar whereas environmental pillar and especially economic pillar are reflected in relatively very small ratios. This result may be somewhat unexpected, considering that those three pillars are interrelated. The difference between the reflections of each pillar may result from the content of the pillars along with the root of the related movements possible to cultivate them. Socio-cultural pillar directs the justice, peace, respect and ethical concerns in terms of solidarity of the society with regards to political, cultural and societal bases

in global and provincial settings, which could be related to very early practices of society. On the contrary, the actions considered in the scope of environmental and economic pillars could be related to more modern practices of society, since environmental pillar is described as similar to the eco-friendly actions with purposes of providing the continuity of life in Earth and economic pillar pertains to the efforts related to supplying basic needs, energy, product and material consumption, which result in moderate the affliction in environment and natural sources (Siraj-Blatchford et al., 2010). In other words, despite having mutual focuses which result in being interconnected, the root of the socio-cultural pillar could be attributed to date back to Magna Carta (1215) to Universal Declaration of Human Rights (1948) in terms of human rights movement (Magnarella, 2002) whereas the roots of those values attributed to environmental and economic pillar may be based on environmental movement which started in 1977 with the global conference in Tbilisi (Davis, 2010). Thus, more reflections related to socio-cultural pillar may seem meaningful.

Variation of Sustainable Actions by 7R

The current study reported sustainable actions based on the 7R, as well in order to obtain the differences between portrayals of actions specific to each category. First of all, none of the categories of 7R are reflected in half of the sample. Secondly, it is observed that there is quite a variance in terms of reflection of sustainable actions by 7R. In addition this variance is slightly different from the pillar based one. More clearly, though Respect is the most reflected among 7R, all the categories which refer to the socio-cultural pillar are not the most reflected ones, in contrast to the dominance of socio-cultural pillar.

Respect was the most reflected among the 7R words with 41.7% of the whole sample, which is not unexpected considering the items under this category. First of all, the number of items under the category of Respect is more than twice of the items under the other categories. So, it must be considered that the scope of Respect is broader. In addition, the category of Respect is a cultural value, which is usually included in plots, although notwithstanding the purpose of this study. For instance, the category of

Respect reflected in the study of Dirican (2013) explores the value-related themes in picture storybooks. In addition to that, Kılıç and Aktan (2015) found that Respect was one of the most referred values in the investigation of 100 primary recommended works of children's literature which address elementary grades. Similarly, Gönen et al. (2011) claimed that Respect was among the most stated theme of picture books for elementary years. In the following paragraph, the variations among subcategories of Respect will be discussed item by item.

Not surprisingly, *respecting to all creatures and their survival rights* was the most observed item among the items under the category of Respect. Topics related to this item can be found in the content analysis of children's books, including studies not focusing on sustainability or environmental education as well. For instance, the study conducted by Gönen et al. (2011) revealed that 13.1% of the sample comprises a message of care for nature and animals in the books which were written for children from 7 to 12 years old and were published between 2005 and 2009. Apart from that, one of the examples of studies addressing environmental issues is a study by Gönen and Güler (2011), conducted in Turkey. According to the results of their study "protecting living things" is reflected with 8.8%, "growing plants and planting trees" is reflected with 3.8% and "love of nature and knowing nature" is reflected with 22.5% in picture books with environmental themes. Furthermore, "conserving biodiversity" is reflected in 2 of the books out of 36 in the study conducted by Goins (2004), which is parallel to item of *respecting all creatures and their survival*.

While *respect to all creatures and their survival rights* was reflected in reasonable rate, two connected items of *protection of the environment of schools, neighborhoods, natural parks, forests etc.* and *respect to home ranges of all creatures* were reflected poorly. 4.5% of the picture storybooks contain *respect to home ranges of all creatures*, which is consistent with the Marriott's finding (2002). According to an inquiry of Marriott (2002), picture books generally portray wild animals removed from their habitat; indeed wild animals are hardly represented in their natural settings. Similarly, "being sensitive to environmental pollution" is reflected in 2.5% of the picture books with environmental themes (Gönen & Güler, 2011).

As aforementioned findings indicate, although picture storybooks hold messages of *respecting all creatures and their survival rights* with moderate proportions, *respecting their habitats and care for the environment* is hardly reflected. This result may mark that taking one step forward from appreciation, “the care for living things” to “respecting all living things and environment” is failed. In fact, it could be associated with the idea of human dominance on nature. This notion is evidenced by the study of Boudreux (2006) with bestselling books for children 0-8 year-olds in US in 2003. Results of the study indicated that, books generally contain negative messages in terms of environmental issues and human-environment interaction; in addition, even the books which contain ecological concepts convey inappropriate attitudes as implying human exceptionalism.

Among the categories of Respect, the item of *respect to children’s rights and competences* is the second most revealed item. 10.5% of the books include this item. In contrast with the results of study conducted by Karaman et al. (2011), which examines 81 picture books which address early childhood in terms of children’s rights, current study points that *respect to children’s rights and competencies* is represented with a low proportion. Findings reported that, except three books, all the ones in the sample included themes related to children’s rights. Actually, that study has a quite limited sample size and sample characteristics compared to the present study; since the sample is driven from six publishers’ books which were published in 2009. Therefore the inconsistency between results may be caused by differences between the ranges of samples. According to another study related to children’s rights, the most 10 popular books out of 100 recommended works of children’s literature for elementary years do not offer positive experiences related to children’s rights; instead, they present negative messages (Türkyılmaz & Kuş, 2014). The sample of the study draws apart the previous one with the publishing year, age group and sample size. As for the current study, particularly publishing year of samples seems resemble that similar results were reflected. Although children’s rights date back to Geneva Declaration of the Rights of the Child (1924), international recognition of children’s rights begins with the ratification of the Convention on Children’s rights (1989) (Joseph, 2009). As for

Turkey, the convention was signed in 1990 and ratified in 1994 (UNICEF Turkey, 2004). Thus, the publishing year may be of importance.

A related item to some degree is *respect to rights of others* with the representation rate of 6%. It can be observed there is a moderate difference between the proportions of those two items although both are related to respect to rights. This difference may result from the scope of children's rights in terms of including traditional child care practices with regards to survival rights of the children. In other words, books may include those actions even they are not intended to give messages based on rights. Consistent with this claim, two aforementioned studies reported that survival rights and developmental rights are reflected more, compared to others (Karaman-Kepenekçi, 2010; Karaman-Kepenekçi & Aslan, 2011; Türkyılmaz & Kuş, 2014).

Although some items of Respect were represented more than others, there are particular dramatic results in terms of representing some messages related to Respect. Those are mainly related to *respect to differences*. First of all, only *respect to different physical characteristics* reach ratio of 5.9% of the picture storybooks, the rest are reflected with the proportions of about 1% or less, a finding which do not dispute with the findings of Dirican (2013) in terms of approving differences. Literally, mutual findings between those items point a consistency as well. The slight difference between *respect to physical characteristics* and the rest of the items may be associated with convenience of presenting the respect to different characteristics compared to others. Only 5 of the sample (0.8%), nearly none contain *respect to people with disabilities*. This result is consistent with the study of Ünal (2010) which reports that disabled people are rarely portrayed as equals to nondisabled people in children's literature. Consistent with this claim, Golos and Molos (2011) stated that children's literature related to audial disability portray those individuals as having in need to fix that disability to in order to participate social life. In addition, Veziroğlu (2009) reported that "respect to differences", particularly addressing disabled people is almost not referred at all in picture books. In comparison the aforementioned studies, the study conducted by Koç, Koç and Özdemir (2010) in US claimed that most of the picture books examined were positively portraying the disabled people. However, the

study took place in a different cultural setting; so, the huge difference could be attributed to this feature.

Similarly, the item of *respect to people with different level of income* is represented with 0.8%. The study of Forest (2014) supports this finding as well. According to content analysis of awarded picture books, all social classes were reflected in some negative and positive ways. Particularly, for upper class, negative representation was more frequently seen compared to positive one; for middle class, more positive reflection was common; for working class and poor classes, positive and negative images were mixed. Even in the sample of literary awarded books, social classes are portrayed with negative characteristics. In the light of these supportive findings, findings of the current study are not surprising.

A total of 1.3% of the picture storybooks contain the item of *respect to different views*. This item is related to freedom of speech, respect to rights of others and eventually democracy, which are the practices of daily life. That is to say that *respect to different views* are related to broader concepts, such as children's participation rights, respect to rights of others and respect to differences. In the current study *respect to children's rights and competencies*, *respect to right of others* and related items of differences are all reflected with low proportions. Besides, "the participation rights of children's rights" are reported as being least illustrated with quite low proportions in several studies of books (Karaman-Kepenekçi, 2010; Karaman-Kepenekçi & Aslan, 2011; Türkyılmaz & Kuş, 2014). Therefore the low proportion for this item is coherent; as similar results were obtained with related items.

Merely, 0.7% of sample comprises of *respect to gender equity*. Gender issues in literature has been popular ever since and most of the studies point male dominance (Tsao, 2008) in representation by the agency of patriarchal society of thousand years which adores supposed traits related to males and cheapens supposed traits related to females (Russell, 2015). In comparison the current study, modest gender stereotyping is observed in the study conducted with 25 Australian awarded picture books by Kok and Findlay (2006). It is important to remark that this study's sample features in terms

of being awarded books in Australian culture that, even that literally adored sample includes gender stereotyping. Furthermore Tsao (2008) claims that even the non-sexist books do not provide place for gender equity, since male characters do not represent so-called female traits despite female characters may reflect some so-called masculine traits. Apart from that, Turkey is ranked in 125th in the gender gap ranking report list which is created based on educational, economic, political and health-related opportunities in terms of gender equality (World Economic Forum, 2014), thus a content analysis conducted in this country would probably reflect this issue as well. Apart from these, there are some studies As a result, this finding is representative and consistent considering the aforesaid issues.

Based on the findings of the current study, it could be concluded that respect to cultural diversity is failed to be reflected by the picture storybooks. 0.8% of the picture storybooks contain *respect to individuals from different ethnic backgrounds and races*, 0.7% of them contain *respect to different cultures and life-styles*, 0.3% of them contain *respect to mother tongue* and none of them contain *respect to individuals with different religious believes*. Relevant literature about the item “respect to cultural diversity” supports those findings as well. According to study of Eisenberg (2002), it is claimed that ethnic minorities are reflected less compared to dominant culture despite they are generally portrayed positively. Also, it is claimed that Asian characters are more unfavorably represented. In line with this notion, even in the multicultural society of US, reflecting different religious cultures rather than dominated one is claimed to be lacking (Russell, 2015).

Secondly represented item within the socio-cultural pillar and third within 7R categories is Rethink with a low proportion of 10.5%. As it can be concluded it is one-fourth of the Respect in proportion of representation. The category of Rethink comprises of 4 items dealing with pondering the issues related to sustainability. Among them, *encouraging children to be creative* is demonstrated by 10.4% of the picture storybooks which is the most represented item within category of Rethink. Compared to other items, *encouraging children to be creative* is more likely to be represented in literature. First of all, children’s literature generally supports

imagination of children through presenting various ways regarding to previous, present or future times (Lynch-Brown et al., 2014). It is claimed that elementary students' divergent thinking skills could be cultivated via books including components of intellectual creativity. Furthermore, books could contribute to creativity skills of children through talking through and posing questions (Demetrulias, 1992). Correspondingly, according to content analysis of 30 best seller picture books for 3-to-8-years-old, creativity was among the most referred values with 9%; and 37% of the sample included creativity (Showalter, 2015). Apart from those, expressing oneself via creative ways is an educational objective in early childhood education in Turkey (MONE, 2013).

Compared to aforesaid item, others could be more challenging in terms of debating the tendency in society. *Rethinking the decision making processes and practices* is demonstrated by 3.7% of the picture storybooks with a 7% decrease to previous item. This finding could be associated with participation rights reflected in literature. The participation rights among all children's rights are claimed to be least demonstrated with quite low proportions in children's books (Karaman-Kepenekçi, 2010; Karaman-Kepenekçi & Aslan, 2011; Türkyılmaz & Kuş, 2014), which confirms the results of the current study. In the same manner, *rethinking consumer culture and demonstrating effects of generations' actions to one another* are portrayed respectively poor rates.

Reflect was the fourthly represented category between 7R and least represented category of socio-cultural pillar. With a slight difference to Rethink, 9.5% of the picture storybooks consist of sustainable actions related to Reflect. A closer look to items of Reflect reveals that those items of Reflect similar to the items of Respect are also related to social and cultural diversity. Consistent with the results of "respect to cultural and social diversity", picture storybooks reflect "social and cultural diversity" nearly in absence rate. Related literature do not dispute with those findings as well.

Reflecting daily experiences of different cultures is exhibited by 2.8% of the sample, *reflecting daily experiences of people from different religious believes* is exhibited by 0.5% of it and *reflecting daily experiences of people with different mother tongue* is

exhibited by 0.3% of it. These are parallel to the results of the items of Respect. Those findings related to reflections of cultural variance confirmed by study of Swindler Boutte, Hopkins and Waklatsi (2008). In their study, Swindler Boutte, Hopkins and Waklatsi (2008) found that 17% of the picture storybooks reflected a cultural and ethnicity related difference in books frequently used for pre-kindergarten to third grade. However the study had a relatively very small sample (30) and conducted in a district where half of the population was American, while the other half was Afro-American. Therefore the difference between results may be caused by the difference in ethnographic setting. Another study conducted by Eisenberg (2002) supported this result as well by claiming that the 4th and 5th grades children's books except the multicultural ones portray major culture dominance.

Representation of man and women with affirmative, non-stereotyping actions and attitudes should be included in children's literature (Russell, 2015). However, according to findings of the current study, gender-stereotyped free actions are exhibited by 2.7% of the picture storybooks; the rate is terribly low. The content analysis of large amount of picture storybooks derived from Norwegian and US preschool classrooms supports this finding as well. According to study, the books in US portray 70% of the female characters in traditional roles, 65% of the male characters in traditional roles whereas the books of Norway describes 76% of females in traditional roles and 55% of males in traditional roles (Floyd, 2012). Considering the ranking of Norway and US in Global Gender Gap ranking list, this result is challenging in terms of showing gender stereotyped free actions. According to list, Norway ranked in 3rd, US ranked in 20th while Turkey ranked in 125th (World Economic Forum, 2014). Correspondingly, terribly low representation of gender stereotyped-free actions in the picture storybooks as scope of the current study is not shocking.

Reflecting daily experiences of people with disabilities is exhibited by 1.5% of the picture storybooks. This result is consistent with the results of the study conducted by Ünal (2010). Ünal searched the books that were published from 1969 to 2009 and looked if they reflected the disabled people or not. 40 books were identified as sample

of that study, although the age group was not limited. Aside from that, according to another study, which focused on hearing disability, children's books exhibit disabled people with therapeutic aspect rather than cultural portrayal (Golos and Molos, 2011) that their daily experiences are not reflected. Similarly, examinations of illustrations of hearing disability revealed that those books gave hardly an opportunity to their readers to see the cultural environment representative to experiences of hearing disabled people (Golos et al., 2012).

Reflecting daily experiences related to different physical characteristics is exhibited by 1.3% of the picture storybooks, while *respecting different physical characteristics* is reflected in 5.9% of them. This result reveals that although picture storybooks give messages of respecting to physical characteristics merely represent related experiences which may support further understanding. With a similar proportion *reflecting daily experiences of people with different levels of income* is exhibited by 1.2% of them on the contrary to the work of Fitzgibbons. According to results of the preliminary study of Fitzgibbons (1999), 70% of 20 realistic fiction books portray features of poverty such as physical fashion, household, family settings, physical well-being and nourishment. However, this result may be bounded the genre of the books and age group since the sample includes realistic fiction books addressing middle school children and older. As for the current study, picture storybooks written for 4-to-6-year-old-children were defined as sample that differences in result may connected to that gap in age level.

Following Respect, Reduce was the second most reflected category among the 7R yet with relatively small rate. Reduce as serving to environmental pillar reflected in 10.5% of the picture storybooks. Considering celebration of the week energy conservation which is recommended by Ministry of National Education in Early Childhood Education (MONE, 2013), one may expect to reach more picture storybooks with the examples of Reduce. Nonetheless, the representation of Reduce is weak. Similarly, the study conducted by Dirican (2013) demonstrated that sparingness, which is subcategorized as not wasting and using as needed -very identical the category of Reduce- is represented with low proportions.

As anticipated, items of Reduce are displayed with quite low rates. Most represented items were *using non-motorized vehicles* (6.7%) and *using public transport* (6.3%), which are somewhat related. The transportation, more precisely heavy traffic became a modern hindrance to people especially who live in metropolises. Therefore portraying using public transport may include other results beside sustainable actions such as convenience in transportation and economic facilities. Similarly, using-non motorized vehicles could be related to economic welfare and personal enjoyment beyond energy conservation. Considering abovementioned points more reflection of those two items compared to other items of Reduce may seem meaningful.

Following reducing energy use in transportation, reducing material usage is illustrated in picture storybooks. 1.8% of them reflect item of *reducing redundant material consumption* which consistent with the result of rethinking consumer culture in the current study. The study of Dirican (2013) confirms this finding as well. Results demonstrated that sparingness was represented with 2.68% rate among the values reflected, and 84.48% of which is wasting materials, while 15.52% of which is using materials as needed. Similar to previous results, 1.2% of the picture storybooks which is quite low reflect the item of “reducing water use when there is no need”. However unpleasant the result is, it is consistent with the findings of Gönen and Güler (2011), revealing that importance of water is reflected with 2.5% of the picture books.

Almost none of the picture storybooks reflect the item of *reducing energy use when there is no need* and *using electronic tools with high energy efficiency ratio*. It was expected to reach higher results considering the celebration of the week energy conservation, as it is mentioned before. However, it regrettably lacks. Furthermore, learning about energy-saving methods is demonstrated as 2.5% ratio in the study by Gönen and Güler (2011), which maintains the findings of the current study.

Another item serving to environmental pillar is Reuse. Reuse is the second least represented item within 7R categories with 4.7% portrayal. Three items comprises of this category, most reflected of which is *reusing old materials* with the percentage of 4.3. Nearly none of books include the item of *bartering unused materials* and the item

of *sharing unused materials with others*. In fact, reflection of those items are closely associated with items of *reducing material usage* and *rethinking consumer culture* since those actions challenge popular consumer culture. Therefore, it is an anticipated result. When examined closely, it could be interpreted that similar rate is observed in terms of portrayal of those items.

Category of Redistribute is the most illustrated item of economic pillar yet with quite low proportion. 6% of the picture storybooks include sustainable actions related to Redistribute. The nature of Redistribute is kind of related to recognizing the needs of others and respecting the rights of others that throughout the results of the current study it is a predicted finding. Within subcategories of Redistribute, *helping people for survival needs in local, national and international settings* is portrayed in 3.7% of the picture storybooks, *sharing materials/resources fairly* is portrayed in 2.2% of them whereas *organizing a fund drive or charity sale for the students of schools in need*, *creating a toy library in the schools for the usage of all children*, *creating a penny bank in the schools* and *sharing all materials in the school with all students* are portrayed in none of them. As it is observed, more specific items related to Redistribute are not reflected at all, while helping others and fairly use of materials and sources took place in picture storybooks. In the same manner, related topics appear in the content analysis studies of children's literature. For instance, according to content analysis study of 123 picture books, 7.95% of them demonstrate helpfulness, 11.84% of them demonstrate sharing and 3.38% of them demonstrate justice within values reflected in picture books (Dirican, 2013). In addition to this, it is reported that 10% of picture books illustrate fairness, while 43% of them illustrate citizenship in another content analysis of 30 picture books (Showalter, 2015). Apart from that, 8.8% of books represent solidarity/helpfulness in another content analysis study conducted by Gönen et al. (2011) and it is recorded that 11 main characters and 11 secondary characters are portrayed as fair; 26 main and 28 side characters are portrayed as helpful, 8 main 3 supporting characters are portrayed as willing to share. Despite to the fact that they are not closely associated with the purpose of the current study, those results may also support the current studies' finding.

The least represented category between all is Recycle with a severely low proportion. In fact, only *sorting out waste materials* is observed in the current study with 0.7%. Actually, this result was not anticipated considering to recycle bins which are visible in places as some central streets, schools, public institutions and governmental agencies. Apart from that, “allocating garbage and recycling” is reported to be included in 7.5% of the picture books in the study conducted by Gönen and Güler (2011). Furthermore, “using glass products instead of plastic”, “getting rid of waste in proper ways” and “using fabric bags instead of plastic” is represented in 1.3% of the same study’s sample (Gönen & Güler, 2011), while “using/buying recycled materials”, “making composts” and “using/buying materials that can be recycled” are displayed in none of the picture storybooks in the current study. Respectively low results observed in the current study may be a conclusion of the age group of readers. In addition, the study of Gönen and Güler (2011) only included the picture books with environmental themes whereas the current study did not limit its sample to a certain topic.

To conclude, although sustainable actions are portrayed in a satisfactory level, overall, the examples of three pillars are not likely to be presented in the same manner.

5.3.3. Variation of Sustainable Actions Reflected in Picture Storybooks by Publishing Year

It is hard to draw a clear cut conclusion regarding to fluctuation of observed sustainable actions in picture storybooks by year. There are not certain increases and decreases in terms of certain amount of a time. Instead, proportions of those change year by year. All picture storybooks that were published in 1995, 1996, 1998 and 2002 hold at least one sustainable action while none of the books which were published in 2003 do any. At this point, it is important to mention that the numbers of books published in those years are quite low. For instance, there are 7 books in our sample which were published in 1995, 3 books were published in each of the years of 1996, 1998, 2002 and 2 books were published in 2003. Therefore, the highest proportions in terms of including a sustainable action or not including at all may result from the small number of picture

storybooks. The books published in 2012 and 2013 are the greatest in number among the books which hold at least one sustainable actions. Distribution of socio-cultural pillar related actions are identical to overall distribution of sustainable actions in terms of highest and lowest representation. It differs in the way that books published in 2013, 2011 and 2012 contain the largest numbers of books containing actions of socio-cultural pillar. As for the environmental pillar, books published in all years except 1996 reflected low proportions of action related to environmental pillar, and none of the books published in 2001, 2002, 2003 and 2006 reflected an action related to environmental pillar. The books published in 2012 and 2013 are the greatest in number among the books addressing environmental pillar as referred in overall distribution of sustainable actions. Regarding to economic pillar, the books published in 1997 and 1998 entail greatest rate while the books published in years of 2010 and 2011 are greatest in number. None of the books published in 1996, 2000, 2001, 2002, 2003, 2004 and 2005 involve any item related to economic pillar.

According to study conducted with Caldecott awarded picture books, from 1970's to 2008, there is a decrease in portrayal of natural environment and human-environment relations in picture books (Williams et al., 2012). Current study did not reach to a similar result. Rather, it indicates that from 1995 to 2004, great decreases and increases are detected in rate, in terms of addressing socio-cultural pillar and from 1995 to 2000 great decreases and increases are observed in rate in terms of addressing environmental and economic pillar, which could be associated with the small number of books published those years. Consistent with this notion, as number of books published in a particular year grows, differences become more and more marginal. There is generally slight increases and decreases in rate from 2004 to 2014 for all three pillars. Nonetheless, whether differences between those years are meaningful is beyond the scope of the current study. The present study reports those differences with descriptive purposes.

5.3.4. Variation of Sustainable Actions Reflected in Picture Storybooks by Representation Ways

As scope of this study, portrayal of sustainable actions was investigated in terms of the components they were reflected in. According to results, sustainable actions were mainly illustrated in plot of picture storybooks. Following plot with marginal difference, sustainable actions were exhibited through pictures as well. Actually, it is an anticipated result considering the nature of picture storybooks that text and illustrations cooperate in presenting the story line (Anderson, 2013; Lynch-Brown et al., 2014). Aside from that, current study investigated title and cover page as being possible representation way of sustainable actions. Titles are the first unit of a book that a reader experiences and claimed to be reason for choosing a book to be read or not by young children. Likewise, a cover picture always appears on the cover of a picture book which generally gives a clue about the plot, genre or theme of the books (Nikolejava & Scott, 2006). According to the findings, 5 of the categories out of 7 were displayed in cover picture, which is consistent with the role of a picture presented on the cover in terms of demonstrating a message of the story. As for the title, only one category is reflected. Titles are quite broader with respect to plot and pictures in terms of expressing an issue therefore this result seems to be anticipated.

5.4 Implications

Picture storybooks should include label of age level in order to announce the appropriate reader group. In the current study, 83.4% of the sample did not include age group label which may result in wrong use without a professional knowledge. If the necessary information pertain to age group is included, teachers, librarians, parents and children could choose suitable books easier for the targeted group. Following this notion the publishers are suggested to include this information.

Apart from that, according to the results of the current study, the conceptual introduction is extremely low. The picture storybooks should include more concepts related to ESD yet with an emphasis to age appropriateness in order to contribute to early introduction of sustainability in education of young children; since it is believed

to be the period that children begin to form value judgment and interact with green concerns (Didonet, 2008; Prammling Samuelson & Kaga, 2008; Siraj-Blatchford et al., 2010). Therefore publishers, writers and illustrators are invited to address related concepts in picture storybooks as a means to a source for promoting sustainable living.

According to results of the current study majority of the picture storybooks include at least one sustainable action. In other words, there is a great potential hidden in the picture storybooks that teachers and parents should carefully explore the books before reading to young children. The framework utilized in the current study could be a convenient tool for exploring the sustainable actions. Taking into consideration that some teachers and parents may not be aware of the practices of sustainability or may have slight knowledge about sustainable development (Bord, O'Conner & Fisher, 2000; Spiropoulou, Antonakaki, Kontaxaki & Bouras, 2007) this framework presents clear statements. Especially, teachers are important agents in terms of cultivating sustainability, considering the role of education stated by Brutland Report (1987), Agenda 21 (1992), United Nations Decade of Education for Sustainable Development (2005) and Gothenburg Recommendations (2007). However, this agency could be challenging due to teachers limited experience in their own schooling (Power, 2004). The Council of Higher Education of Turkey (2007) do not recommend any course addressing sustainable development thus preschool teachers may have quite limited knowledge regarding to ESD. However the framework proposed in the current study may be of use for teachers.

Turkey face problems regarding inequalities in income in national level, poverty of children, protection of children's rights, particularly rights of disabled children, children from different ethnic backgrounds and children who have mother tongues other than Turkish, immigrant children, children who live rural places etc. (UNICEF, nd). In addition, 'women's rights and gender equity', 'freedom of expression', 'freedom of thought, conscious and religion' and reflections of cultural rights and communicating the cultural diversity are other serious concerns in Turkey (European Commission, 2014). As for the environmental issues land degradation, deforestation, loss in biodiversity, air pollution, water pollution result from inappropriate waste water

management and climate change are confronted (Dahleberg, 2009). Furthermore, energy efficiency, waste management, safe energy production and nature conservation etc. needs further action (European Commission, 2014).

In this sense, despite the hope-inspiring result in overall representation of sustainable actions which directly associates with the aforesaid issues, the investigation in pillar base remark that picture storybooks should include more sustainable actions particularly for environmental and economic pillar. In the same manner, none of the messages related to 7R are reflected in over the half of the sample. In fact, all categories except Respect is represented very poorly. Especially messages pertain to Recycle should be reflected more.

Consistent with the aforementioned claims some messages deserve more attention. Respect to cultural and social diversity, respect to differences, and reflection of those in terms of explaining daily life environment with a positive way, respecting nature and home ranges of all creatures, reducing energy and resource usage, reusing materials and locating waste materials in an environmental friendly way and taking actions in terms of solidarity are regrettably lacking. In light of the information mentioned above the publishing companies, writers and authors that target young children may be strongly recommended to address those in picture storybooks. Therefore, those books will be a great source for young children to become active participants of sustainable living style as citizens of future and present as proposed by Gothenburg Recommendations (2007). Books have a great potential to affect the attitudes and interests of a society (Mariott, 2002; Sandefur & Moore, 2004) by describing them in daily settings. Exposure to sustainably rich books may provide young children to think about related issues and take action for future.

5.5 Recommendations for further studies

Represented messages by picture storybooks are quite important since it may form the expectations, concerns and actions of a community (Sandefur & Moore, 2004). Therefore additional research studies of content analysis can contribute to related literature. The present study applied content analysis into purposefully selected sample

of picture storybooks for 4-to 6-year-olds driven from two national children's libraries in Ankara with guidance of 7R framework. Further studies may address different sample with the same framework. The present study can be replicated with choosing different national libraries or bookstores as source of the sample which may provide to reach different samples in terms of publishing years and publishing companies. Apart from that, other picture book types having no plot or characters or written for different age groups could be investigated that wherein different results of variation could be concluded in terms of three pillars or 7R.

The current study reached findings of frequencies of including a message related to items of 7R words. Differences in presenting sustainable actions based on publishing year, publishing company, including a related concept, receiving literary awards, origin of the book in terms of being translated or not could be investigated with additional research analysis as well.

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APPENDICES

APPENDIX A: PILOT STUDY CODEBOOK

1-Kitabın adı:

2-Yazar/ çevirmen:

3-Resimleyen:

4-Yayın evi:

5-Basım yılı:

6-Yaş grubu:

7- Aldığı Ödül(ler):

8- Sürdürülebilir kalkınma ile ilgili içerdiği terim(ler): (Geridönüşüm, kompost, azalt,vb)

9- Sürdürülebilir kalkınma için eğitimin 3 Bileşeni ve 7R'a göre kitabın içerdiği sürdürülebilir kalkınma ile ilgili öğeler:

1: Başlık Ve İçerik

1: Başlık

0: Öğe içermiyor

1: Öğe içeriyor

2: Olay Örgüsü

0: Hiç vurgu yok (İlgili öğe, olay örgüsünde bulunmuyor.)

1: Örtük olarak değinilmiş (İlgili öğe, olay örgüsünde bulunuyor fakat ayrıntılı ve belirgin bir şekilde vurgulanmıyor.).

2: Açık olarak değinilmiş/vurgulanmış (İlgili öğe, olay örgüsünde vurgulanmış, olay örgüsünün merkezine alınmış veya sürdürülebilir kalkınma ilişkisi içerisinde verilmiş.).

2: Resimleme

1: Kapak Resmi

0: Öğe içermiyor

1: Öğe içeriyor

2: Resimler

0: Öğe içermiyor

1: Öğe içeriyor

Sürdürülebilir Kalkınmanın 3 Bileşeni

1: Çevresel Bileşeni

1: Reduce/Azalt:

1: İhtiyaç dışında enerji kullanımını azaltma

- 2: İhtiyaç dışında su kullanımını azaltma
- 3: İhtiyaç dışında malzeme tüketimini azaltma
- 4: Enerji verimliliği yüksek elektronik aletler kullanma
- 5: Toplu taşıma araçları kullanma
- 6: Ulaşımında motorsuz taşıt kullanımını örnekleme

2: Reuse/ Tekrar Kullan:

- 1: Kullanılmış malzemeleri tekrar kullanma
- 2: Kullanılmayan eşyalarla takas uygulamaları yapma
- 3: Kullanılmayan malzemeleri başkalarının kullanımına açma

2: Sosyo-Kültürel Bileşeni

1: Respect/ Saygı Göster:

- 1: Canlılara zarar vermeme
- 2: Canlıların yaşam hakkına saygı gösterme
- 3: Canlıların yaşam alanlarına saygı gösterme
- 4: Okul, mahalle, doğal park, orman vb çevresini koruma, zarar vermeme
- 5: Başkalarının haklarına saygı gösterme
- 6: Çocukların haklarına ve yeterliliklerine saygı gösterme
- 7: Farklı etnik grupların yaşam biçimlerine saygı gösterme
- 8: Cinsiyetler arası ayrımcılık gözetmeme
- 9: Anadile saygı gösterme
- 10: Farklı inanç gruplarına ait bireylere saygı gösterme
- 11: Farklı ırk, etnik gruplara ait bireylere saygı gösterme
- 12: Özel eğitim gereksinimi olan bireylere saygı gösterme
- 13: Farklı gelir düzeylerine sahip bireylere saygı gösterme
- 14: Fiziksel farklılıklara saygı gösterme

2: Rethink/Sorgula:

- 1: Tüketim kültürünü sorgulama
- 2: Nesillerin davranışlarının birbirini etkilediğini gösterme
- 3: Kararların nasıl verildiğini ve uygulamalarını sorgulama
- 4: Çocukları kendilerini yaratıcı yollarla ifade etmelerine cesaretlendirme

3: Reflect/ Yansıt:

- 1: Farklı kültürlerin yaşam deneyimlerini gösterme

- 2: Farklı inanç gruplarının yaşam deneyimlerini gösterme
- 3: Anadili farklı olan bireylerin yaşam deneyimlerini gösterme
- 4: Özel eğitime ihtiyacı olan bireylerin deneyimlerini gösterme
- 5: Farklı gelir düzeyine sahip bireylerin yaşam deneyimlerini gösterme
- 6: Cinsiyetçi kalıp yargılar dışında cinsiyet rollerini gösterme
- 7: Farklı fiziksel özelliklere sahip bireylerin yaşam deneyimlerini gösterme

3: Ekonomik Bileşeni

1: Recycle/Gerikazan:

- 1: Artık materyalleri ayırma
- 2: Geridönüşmüş malzemeleri kullanma/satın alma
- 3: Kompost (organik atık dönüştürme) uygulamaları yapma
- 4: Geridönüştürülebilen malzemeler kullanmayı/satın almayı tercih etme

2: Redistribute/ Yeniden Dağıt:

1: Yerel, ulusal ya da uluslararası düzeyde temel ihtiyaçları hedef alan yardım kampanyalarına katkıda bulunma

2: İhtiyacı olan okullar için kermes/ yardım kampanyaları düzenleme (kitap, kırtasiye, giyecek)

- 3: Okuldaki ve okul dışındaki çocukların kullanımına açık oyuncak kütüphanesi oluşturma
- 4: İhtiyaç kumbarası oluşturma
- 5: Okuldaki bütün materyalleri okuldaki bütün çocukların kullanımına açma

APPENDIX B: PILOT STUDY CODING FORM

4-6 YAŞ GRUBU İÇİN HAZIRLANMIŞ RESİMLİ ÖYKÜ KİTAPLARININ SÜRDÜRÜLEBİLİR KALKINMA İÇİN EĞİTİM AÇISINDAN İNCELENMESİ

- 1-Kitabın adı:
- 2-Yazar/ çevirmen:
- 3-Resimleyen:
- 4-Yayın evi:
- 5-Basım yılı:
- 6-Yaş grubu:
- 7- Aldığı Ödül(ler):
- 8- Sürdürülebilir kalkınma ile ilgili içerdiği terim(ler):
- 9- Sürdürülebilir kalkınma için eğitimin 3 Bileşeni ve 7R' a göre kitabın içerdiği sürdürülebilir kalkınma ile ilgili öğeler:

	Başlık ve İçerik			Resimleme					
	Kitabın Başlığı		Olay Örgüsü	Kapak Resmi		Resimler			
	0	1		0	1				
Kitabın içerdiği sürdürülebilir kalkınma için eğitim ile ilgili öğelerin dağılımı			0	1	2	0	1	1	
Reduce/ Azalt	İhtiyaç dışında enerji kullanımını azaltma								
	İhtiyaç dışında su kullanımını azaltma								

	Çocukları kendilerini yaratıcı yollarla ifade etmelerini cesaretlendirme																			
Reflect/ Yansıt	Farklı kültürlerin yaşam deneyimlerini gösterme																			
	Farklı inanç gruplarının yaşam deneyimlerini gösterme																			
	Anadili farklı olan bireylerin yaşam deneyimlerini gösterme																			
	Özel eğitime ihtiyacı olan bireylerin deneyimlerini gösterme																			
	Farklı gelir düzeyine sahip bireylerin yaşam deneyimlerini gösterme																			
	Cinsiyetçi kalıp yargılar dışında cinsiyet rollerini gösterme																			
Recycle/ Gerikazan	Farklı fiziksel özelliklere sahip bireylerin yaşam deneyimlerini gösterme																			
	Artık materyalleri ayırma																			
	Geridönüşmüş malzemeleri kullanma/satın alma																			
	Kompost (organik atık dönüştürme) uygulamaları yapma																			

APPENDIX C: PILOT STUDY BOOK LIST

Publication Year	Publisher	Title	Author	Age Group
1997	Kök Yayıncılık	Misafir	Claire Thomas-Mesude Atay	NA
1998	Kök Yayıncılık	Köprü Olan Deniz	Lia Karavia	NA
2010	Popcore Çocuk Kitapları	Salyangoz ile Balina	Julia Donaldson	NA
2010	TÜBİTAK Popüler Bilim Kitapları	Atık mı, Hiç Dert Değil	David Morichon	3+
2011	Morpa Yayıncılık	Filler Kaç Taneydi	Ayşe Turla	NA
2012	ODTÜ Yayıncılık	Her Şey Bizim	Akram Ghasempour	NA
2012	Pearson	Gergedanlar Krep Yemez	Anna Kemp	NA
2013	TÜBİTAK Popüler Bilim Kitapları	Amir Yolunu Kaybediyor	Aleix Cabrera	5+
2014	Final Kültür Sanat Yayınları	Doktor Ayı	Helena Kraljic	NA
2014	Kırmızı Kedi Yayınevi	Deniz'in Sevdiği Şeyler: 7 Tarhana Çorbası	Ayla Çınaroğlu	NA

APPENDIX D: FINAL VERSION OF THE CODEBOOK

1-Kitabın adı:

2-Yazar/ çevirmen:

3-Resimleyen:

4-Yayın evi:

5-Basım yılı:

6-Yaş grubu:

7- Aldığı Ödül(ler):

8- Sürdürülebilir kalkınma ile ilgili içerdiği terim(ler): (Geridönüşüm, kompost, azalt,vb)

9- Kitabın yazıldığı diller:

10- Sürdürülebilir kalkınma için eğitimin 3 Bileşeni ve 7R'a göre kitabın içerdiği sürdürülebilir kalkınma ile ilgili öğeler:

1: Başlık Ve İçerik

1: Başlık

0: Öğe içermiyor

1: Öğe içeriyor

2: Olay Örgüsü

0: Hiç vurgu yok (İlgili öğe, olay örgüsünde bulunmuyor.)

1: Örtük olarak değinilmiş (İlgili öğe, olay örgüsünde bulunuyor fakat ayrıntılı ve belirgin bir şekilde vurgulanmıyor.)

2: Açık olarak değinilmiş/vurgulanmış (İlgili öğe, olay örgüsünde vurgulanmış, olay örgüsünün merkezine alınmış veya sürdürülebilir kalkınma ilişkisi içerisinde verilmiş.)

2: Resimleme

1: Kapak Resmi

0: Öğe içermiyor

1: Öğe içeriyor

2: Resimler

0: Öge içermiyor

1: Öge içeriyor

Sürdürülebilir Kalkınmanın 3 Bileşeni

1: Çevresel Bileşeni

1: Reduce/Azalt:

- 1: İhtiyaç dışında enerji kullanımını azaltma
- 2: İhtiyaç dışında su kullanımını azaltma
- 3: İhtiyaç dışında malzeme tüketimini azaltma
- 4: Enerji verimliliği yüksek elektronik aletler kullanma
- 5: Toplu taşıma araçları kullanma
- 6: Ulaşımında motorsuz taşıt kullanımını örnekleme

2: Reuse/ Tekrar Kullan:

- 1: Kullanılmış malzemeleri tekrar kullanma
- 2: Kullanılmayan eşyalarla takas uygulamaları yapma
- 3: Kullanılmayan malzemeleri başkalarının kullanımına açma

2: Sosyo-Kültürel Bileşeni

1: Respect/ Saygı Göster:

- 1: Canlılara ve yaşam hakkına saygı gösterme
- 2: Canlıların yaşam alanlarına saygı gösterme
- 3: Okul, mahalle, doğal park, orman vb çevresini koruma
- 4: Başkalarının haklarına saygı gösterme
- 5: Çocukların haklarına ve yeterliliklerine saygı gösterme
- 6: Farklı etnik grupların yaşam biçimlerine saygı gösterme
- 7: Cinsiyetler arası ayrımcılık gözetmeme
- 8: Anadile saygı gösterme
- 9: Farklı inanç gruplarına ait bireylere saygı gösterme
- 10: Farklı ırk, etnik gruplara ait bireylere saygı gösterme

11: Özel eğitim gereksinimi duyan bireylere saygı gösterme

12: Farklı gelir düzeylerine sahip bireylere saygı gösterme

13: Fiziksel farklılıklara saygı gösterme

2: Rethink/Sorgula:

1: Tüketim kültürünü sorgulama

2: Nesillerin davranışlarının birbirini etkilediğini gösterme

3: Kararların nasıl verildiğini ve uygulamalarını sorgulama

4: Çocukları kendilerini yaratıcı yollarla ifade etmelerine cesaretlendirme

3: Reflect/ Yansıt:

1: Farklı kültürlerin yaşam deneyimlerini gösterme

2: Farklı inanç gruplarının yaşam deneyimlerini gösterme

3: Anadili farklı olan bireylerin yaşam deneyimlerini gösterme

4: Özel eğitime ihtiyacı olan bireylerin deneyimlerini gösterme

5: Farklı gelir düzeyine sahip bireylerin yaşam deneyimlerini gösterme

6: Cinsiyetçi kalıp yargılar dışında cinsiyet rollerini gösterme

7: Farklı fiziksel özelliklere sahip bireylerin yaşam deneyimlerini gösterme

3: Ekonomik Bileşeni

1: Recycle/Gerikazan:

1: Artık materyalleri ayırma

2: Geridönüşmüş malzemeleri kullanma/satın alma

3: Kompost (organik atık dönüştürme) uygulamaları yapma

4: Geridönüştürülebilen malzemeler kullanmayı/satın almayı tercih etme

2: Redistribute/ Yeniden Dağıt:

1: Yerel, ulusal ya da uluslararası düzeyde temel ihtiyaçları hedef alan yardım kampanyalarına katkıda bulunma

2: İhtiyacı olan okullar için kermes/ yardım kampanyaları düzenleme (kitap, kırtasiye, giyecek)

3: Okuldaki ve okul dıřındaki ocukların kullanımına aık oyuncak kütüphanesi oluřturma

4: İhtiya kumbarası oluřturma

5: Okuldaki bütün materyalleri okuldaki bütün ocukların kullanımına ama

6: Kaynakları eřit biçimde paylařma

APPENDIX F: FINAL VERSION OF THE CODING FORM

4-6 YAŞ GRUBU İÇİN HAZIRLANMIŞ RESİMLİ ÖYKÜ KİTAPLARININ SÜRDÜRÜLEBİLİR KALKINMA İÇİN EĞİTİM AÇISINDAN İNCELENMESİ

- 1- Kitabın adı:
- 2- Yazar/ çevirmen:
- 3- Resimleyen:
- 4- Yayın evi:
- 5- Basım yılı:
- 6- Yaş grubu:
- 7- Aldığı Ödül(ler):
- 8- Kitap kaç dilli yazılmış:
- 9- Sürdürülebilir kalkınma ile ilgili içerdiği terim(ler):
- 10- Sürdürülebilir kalkınma için eğitimin 3 Bileşeni ve 7R' a göre kitabın içerdiği sürdürülebilir kalkınma ile ilgili öğeler:

	Başlık ve İçerik				Resimleme			
	Kitabın Başlığı		Olay Örgüsü		Kapak Resmi		Resimler	
	0	1	0	1	2	0	1	1
Kitabın içerdiği sürdürülebilir kalkınma için eğitim ile ilgili öğelerin dağılımı	İhtiyaç dışında enerji kullanımını azaltma							
	İhtiyaç dışında su kullanımını azaltma							
	İhtiyaç dışında malzeme tüketimini azaltma							
	Enerji verimliliği yüksek elektronik aletler kullanma							
	Toplu taşıma araçları kullanma							
Reduce/ Azalt	Ulaşımında motorsuz taşıt kullanımını örnekleme							
	Kullanılmış malzemeleri tekrar kullanma							
Reuse/ Tekrar Kullan	Kullanılmayan eşyalarla takas uygulamaları yapma							
	Kullanılmayan malzemeleri başkalarının kullanımına açma							
	Canlılara ve yaşam hakkına saygı gösterme							
Respect/ Saygı Göster	Canlıların yaşam alanlarına saygı gösterme							
	Okul, mahalle, doğal park, orman vb çevresini koruma							

APPENDIX F: MAIN STUDY BOOKS LIST

Year Of Publication	Publisher	Title
2012	Yeşil Dinozor	5 Küçük Dinozor Köstebek Ve Dev Yumurtalar
2012	Yeşil Dinozor	5 Küçük Dinozor Sert Zırhlı Ankilozor
1998	Ardıç Yayınevi	687 Koyun Ve Çoban
2013	Şimşek Yayınları	Aç Gözlü Güvercin
2014	Mavi Bulut Yayınları	Aç Tırtıl
2014	Lal Kitap	Acemi Kuaför
2011	Uçanbalık	Açıl Kapı Açıl
2008	Top Yayıncılık	Ağustos Böceği Ile Karınca
2002	Ünlü Yayınevi	Ahmet Ile Kedisi
2013	Marsık Yayıncılık	Akıllı Minik Ile Obur
2013	Eğiten Kitap	Akıllı Tavşan Ile Anne Saksağan
2010	Yakamoz Yayıncılık	Akıllı Terzi
2011	Tramvay Yayınları	Alaadin'in Sihirli Lambası
2011	Tramvay Yayınları	Alis Harikalar Diyarında
2008	Marsık Yayıncılık	Alis Masallarda
2010	Mavibulut Yayınları	Anne Ben Kimim
2010	Boyut Yayın Grubu	Annemin Ayakkabıları
2012	Eğiten Kitap	Arkadaş
2014	İşbankası Kültür	Arkadaşım Ambulans Doktoru
2013	İşbankası Kültür	Arkadaşım Aşçı
2014	İşbankası Kültür	Arkadaşım Astronot
2013	İşbankası Kültür	Arkadaşım Balerin
2013	İşbankası Kültür	Arkadaşım Dişçi
2013	İşbankası Kültür	Arkadaşım Futbolcu
2014	İşbankası Kültür	Arkadaşım Hayvan Bakıcısı
2014	İşbankası Kültür	Arkadaşım Kamyon Şoförü
2007	İşbankası Kültür	Arkadaşım Leylak
2013	İşbankası Kültür	Arkadaşım Makinist
2014	İşbankası Kültür	Arkadaşım Otobüs Şoförü
2014	İşbankası Kültür	Arkadaşım Pilot
2014	İşbankası Kültür	Arkadaşım Polis
2013	İşbankası Kültür	Arkadaşım Postacı
2013	İşbankası Kültür	Arkadaşım Yarışçı
2011	Mavibulut Yayınları	Artık Kendim Tamir Edebilirim
2011	Mavibulut Yayınları	Artık Kendim Temizleyebilirim
2013	Mikado Yayınları	Aşçı Taşkın
2011	Mandolin Yayınları	Aşığım
2012	Mandolin Yayınları	Aşk Böceği
2006	Babıali Kültür Yayıncılığı	Aslan Ve Tavşan
2008	Zambak Yayınları	Aslan Ve Yavruları
2012	Kaknüs Yayınları	Atakan Çok Fazla Şeker Yiyor
2012	Kaknüs Yayınları	Atakan Dişlerini Fırçalamaya Alışıyor
2012	Kaknüs Yayınları	Atakan Geceyi Anneanesinde Geçiriyor
2012	Kaknüs Yayınları	Atakan Hayaletlerden Korkmuyor
2009	Kaknüs Yayınları	Atakan İnşaat Ustası Oluyor
2012	Kaknüs Yayınları	Atakan Marangoz Ustası Oluyor
2012	Kaknüs Yayınları	Atakan Okula Başlıyor
2012	Kaknüs Yayınları	Atakan Parka Gidiyor
2012	Kaknüs Yayınları	Atakan Sinemaya Gidiyor

2012	Kaknüs Yayınları	Atakan Süper Kahraman Oluyor
2012	Kaknüs Yayınları	Atakan Süpermarkete Gidiyor
2012	Kaknüs Yayınları	Atakan Televizyon Seyretmek İstiyor
2012	Uçanbalık	Atatürk Olmak
2011	Odtü Yayıncılık	Ateşböceği İle Elfeneri
2014	Yapı Kredi Yayınları	Ay Ne Zaman Gelecek
2005	Erdem Yayınları	Ay Nereye Kayboldu
2013	Maya Akademi	Ay Prensese
2010	Mandolin Yayınları	Ayaklı Şeker Kavanozu
2012	Yapı Kredi Yayınları	Ayı Kim Çaldı
2010	Final Kültür Sanat Yayınları	Ayı Ve İki Yolcu
2011	Tübitak	Babam Neden Burada Değil
2013	Nar Yayınları	Babamı Özlüyorum
2011	Tudem	Bahçıvan Köstebek Ve Uçan Karınca Kıvrıcık
2014	Yapı Kredi Yayınları	Bal Avcısı Küçük Piti
2013	Nesin Yayınevi	Bala'nın Mektubu
2010	Yapı Kredi Yayınları	Baloncu Dede Ve 3 Küçük Yaramaz
2012	Koza Yayınları	Batık Tekne
2012	Pearson	Bay Morris Lessmore'un Uçan Kitapları
2010	Odtü Yayıncılık	Bayan Leylek
2011	YA-PA	Belediye Otobüsü
2010	Boyut Yayın Grubu	Ben Böyle Doğmuşum
2008	Uçanbalık	Ben Büyüküm
2010	Uçanbalık	Ben Ne Olacağım
2010	Uçanbalık	Ben Ne Zaman Büyüyeceğim
2012	Odtü Yayıncılık	Ben Ve Arkadaşlarım
2011	Pegasus Yayınları	Benek, Kedi Olmayı Düşleyen Köpek
2010	Odtü Yayıncılık	Benekli Kurbağa Ve Şarkı İksiri
2010	YA-PA	Benekli'nin Hediyesi
2014	Uçanfil Yayınları	Beni Taklit Etme
2013	Erdem Yayınları	Benim Dünyam
2007	İşbankası Kültür	Benim Minik Yıldızım
2013	Mikado Yayınları	Bernstain Ayıları Abartılı Bir Doğum Günü
2013	Mikado Yayınları	Bernstain Ayıları Arkadaşlarla Sorun Yaşamak
2013	Mikado Yayınları	Bernstain Ayıları Dağınık Oda
2013	Mikado Yayınları	Bernstain Ayıları Doktor Ziyareti
2013	Mikado Yayınları	Bernstain Ayıları Fazla Televizyon Seyretmek
2013	Mikado Yayınları	Bernstain Ayıları Karanlık
2013	Mikado Yayınları	Bernstain Ayıları Korkunç Rüya
2013	Mikado Yayınları	Bernstain Ayıları Kötü Alışkanlıklar
2011	Mikado Yayınları	Bernstain Ayıları Yeni Bebek
2006	Babıali Kültür Yayıncılığı	Beyaz Güvercin
2014	Uçanfil Yayınları	Bezelye Olmak İstemiyorum
2008	Zambak Yayınları	Bıdık İş Başında
2010	Polat Kitapçılık	Bilgin Amca Yağmur
2012	Odtü Yayıncılık	Bin Yıllık Bekleyiş
2011	1001 Çiçek Yayınları	Bino Oyunlara Katılıyor
2011	1001 Çiçek Yayınları	Bino Ve Balina
2011	1001 Çiçek Yayınları	Bino Ve Kardan Kale
2011	1001 Çiçek Yayınları	Bino Ve Oyun Küpleri

2011	1001 Çiçek Yayınları	Bino Ve Oyuncak Ayı
2014	Final Kültür Sanat Yayınları	Bir Kardan Adam Masalı
2010	Boyut Yayın Grubu	Bir Zamanlar Bir Göl Varmış
2012	Mavi Kelebek Yayınları	Biricik Ve Harika Dünyası
2013	Mavi Kelebek Yayınları	Biricik Ve Yeni Arkadaşı
2011	Mavibulut Yayınları	Birtanecik Oğlum
2011	Pegasus Yayınları	Bisküvi İçin Banyo Zamanı
2006	Cankardeş Yayınları	Boncuk İle Arkadaşları
2006	Cankardeş Yayınları	Boncuk İle Karabaş
2006	Cankardeş Yayınları	Boncuk İle Karınca
2006	Cankardeş Yayınları	Boncuk İle Kırpık
2006	Cankardeş Yayınları	Boncuk İle Zıpır
2008	Hayykitap	Borulardaki Ayı
2013	Mavi Pencere Yayınları	Bozkır
2014	Uçanfil Yayınları	Bu Kitap Benim Köpeğimi Yedi
2014	Yediveren Yayınları	Bukalemun Buku
2011	Timaş	Burcu Kimse Beni Oyuna Almıyor
2011	Timaş	Burcu Küsmek Ne İşe Yarıyor Mu
2011	Timaş	Burcu Neden Her İstedğim Olmuyor
2012	Timaş	Burcu Neden Söz Dinlemem Gerekliyor
2011	Timaş	Burcu Oyuncakları Toplamak Kimin Görevi
2010	Uçanbalık	Buruşuk Kağıt Parçası
2010	Mandolin Yayınları	Bütün Oyuncaklar Benim
2005	Zambak Yayınları	Büyük Saray
2012	Aylak Kitap	Büyük Sözcük Fabrikası
2006	Uçanbalık	Büyük Yatakta Kim Yatacak
2013	Nar Yayınları	Büyüklerin Sırrı
2010	Şiir Çocuk Yayınları	Büyüyünce Ne Olacağım
2013	Timaş	Buz Devri 4 Granny'nin Dişleri
2012	Nar Yayınları	Çalışkan Tavuk
2012	Erdem Yayınları	Çamurdan Bebekler
2009	Marsık Yayıncılık	Canavarlar Kedilerden Korkar
2010	Uçanbalık	Canı Sıkılan Aydede
2010	Can Yayınları	Çatlak Hasan
2013	Mart Yayınları	Çatlak Yumurtalar Gizemli Hayvan
2013	Mart Yayınları	Çatlak Yumurtalar Küçük Korsanlar
2013	Mart Yayınları	Çatlak Yumurtalar Olmak Ya Da Olmamak
2008	Kaknüs Yayınları	Cemile Arkadaşına Yardım Ediyor
2006	Kaknüs Yayınları	Cemile Banyo Yapmak İstiyor
2006	Kaknüs Yayınları	Cemile Bir Hata Yapıyor
2006	Kaknüs Yayınları	Cemile Çişini Altına Yapıyor
2014	Kaknüs Yayınları	Cemile Dans Kursuna Gidiyor
2006	Kaknüs Yayınları	Cemile Doktora Gidiyor
2012	Kaknüs Yayınları	Cemile Havuza Gidiyor
2006	Kaknüs Yayınları	Cemile Hayvanat Bahçesinde
2010	Kaknüs Yayınları	Cemile Her Şeyi Kendi Yapmak İstiyor
2006	Kaknüs Yayınları	Cemile Kabus Görüyor
2006	Cankardeş Yayınları	Cemile Karanlıktan Korkmuyor
2006	Kaknüs Yayınları	Cemile Kardeşini Kıskanıyor
2011	Kaknüs Yayınları	Cemile Köpek Yavrusu Beslemek İstiyor
2006	Kaknüs Yayınları	Cemile Kötü Söz Söylüyor
2011	Kaknüs Yayınları	Cemile Müsamerede Rol Alıyor

2006	Kaknüs Yayınları	Cemile Okula Dönüyor
2006	Kaknüs Yayınları	Cemile Parka Gidiyor
2009	Kaknüs Yayınları	Cemile Uyumak İstemiyor
2014	Kaknüs Yayınları	Cemile Yemek Pişiriyor
2011	Yumurcak Yayınları	Cesur Pembe Bulut
2011	Altın Kitaplar	Çevreci Kral Kurbağa
2010	Koza Yayınları	Çiçekçi Kız
2012	Çilek Kitaplar	Cici Çocuklar Altın Kelimeler
2012	Çilek Kitaplar	Cici Çocuklar Gizli Oyun
2012	Çilek Kitaplar	Cici Çocuklar Mesaj Kavanozu
2012	Çilek Kitaplar	Cici Çocuklar Renkli Yağmurlar
2012	Çilek Kitaplar	Cici Çocuklar Salon Gezegeni
2012	Çilek Kitaplar	Cici Çocuklar Saygı Tırtılı
2012	Çilek Kitaplar	Cici Çocuklar Şeker Yağmuru
2012	Çilek Kitaplar	Cici Çocuklar Temiz Olur
2012	Çilek Kitaplar	Cici Çocuklar Yapmalıboz Parçası
2012	Çilek Kitaplar	Cici Çocuklar Yeni Misafir
2013	Yapı Kredi Yayınları	Cici Pisi Tedi Yaşasın Arkadaşlarımız
2013	Mikado Yayınları	Çiftçi Çetin
2013	İşbankası Kültür	Çiftlik Öyküleri Buharlı Tren
2013	İşbankası Kültür	Çiftlik Öyküleri Korkuluğun Sırrı
2013	Uçanbalık	Çikolata Çocuk
2010	YA-PA	Cimri Tavşan
2012	Yeşil Dinozor	Çınazor Diğer Dinozorları Arıyor
2012	Yeşil Dinozor	Çınazor Küçük Yeşil Dinozor
2012	Yeşil Dinozor	Çınazor Ormanın Tek Dinozoru
2011	Tramvay Yayınları	Çıplak Kral
2013	Odtü Yayıncılık	Cırcır Böceği Altın
2013	Mart Yayınları	Çitçit Hanımın Kurabiyeleri
2008	Zambak Yayınları	Civcivlerin Gezisi
2011	Pearson	Claude Monet Ve Sihirli Bahçesi
2012	Formül Yayınları	Çok Çok Büyük Bir Dinozor
2010	Mandolin Yayınları	Çok Sinirliyim
2011	Yumurcak Yayınları	Cömert Padişah
2013	Timaş	Çufçufklar Dondurma Fuarı
2014	Almidilli Yayınevi	Çupi Bahçede
2014	Almidilli Yayınevi	Çupi Banyo Yapıyor
2008	Tudem	Dağ Kaşındı
2008	Bulut Yayınları	Dalgın Penguen
2010	KÖK Yayıncılık	Dans Etmesini Seven Hipopotam
2013	Beyaz Balina Yayınları	Dedektif Franklin
2004	KÖK Yayıncılık	Dedemi Özlüyorum
2014	İşbankası Kültür	Değnek Adam
2005	Uçanbalık	Demet'in Bahçesi
2009	Bulut Yayınları	Denize Gidiyoruz
2014	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Ayakkabı
2014	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Banyo
2013	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Hayvanlar
2013	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Müzik
2013	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Saç Tokası
2014	Kırmızı Kedi Yayınları	Deniz'in Sevdği Şeyler Yoğurt
2013	Maya Akademi	Denizler Prensesi Fergana
2013	Mavi Pencere Yayınları	Dev Anası Ve Ateş
2012	Koza Yayınları	Dev Istridye

2009	Pegasus Yayınları	Dewey Kütüphanede Bir Kedi Var
2011	YA-PA	Dıgıdık Fayton
2011	Uçanbalık	Dilek Ağacı
1997	Pasifik Yayınları	Dişlek Av Peşinde
2013	Kaynak Çocuk	Doğum Günü Armağanı
2014	Mikado Yayınları	Doktor Deniz
2010	Uçanbalık	Dünyanın En Güzel Ağacı
2013	Maya Akademi	Düşler Perisi
2014	Final Kültür Sanat Yayınları	Editör Yako
1995	Anka Yayınları	Efe'nin Uçan Balonu
2012	İşbankası Kültür	Elif Dağ Gezisinde
2007	Tudem	Ellerimi Yıkamak İstemiyorum
2007	Küçükev Yayınları	Emoş İle Memoş Demir Dişli Konuk
2007	Küçükev Yayınları	Emoş İle Memoş Deniz Macerası
2007	Küçükev Yayınları	Emoş İle Memoş Evin Küçük Erkeği
2007	Küçükev Yayınları	Emoş İle Memoş Komik Kuklalar
2007	Kaknüs Yayınları	Emoş İle Memoş Köpek Arabası
2007	Küçükev Yayınları	Emoş İle Memoş Köpek Eğiticileri
2007	Küçükev Yayınları	Emoş İle Memoş Korkak Kovboy
2007	Küçükev Yayınları	Emoş İle Memoş Oyuncak Kavgası
2007	Küçükev Yayınları	Emoş İle Memoş Pasta Ördek
2007	Küçükev Yayınları	Emoş İle Memoş Yeni Ev Yeni Arkadaş
2012	Koza Yayınları	En Değerli Hazine
2013	Nar Yayınları	En Güzel Hediye
2012	Odtü Yayıncılık	Eski Ev Yeni Ev
2009	Kanat Çocuk	Eski Şeyler Okulu
1998	Mavibulut Yayınları	Etekleri Zil Çalan Kız
2004	Nurol Matbaa	Eylül Ve Diş Dostları
2013	Şimşek Yayınları	Fare Düğünü
2010	Polat Kitapçılık	Fasulye Ağacı
2008	Bizbize Yayınları	Fil İle Fare
2012	Odtü Yayıncılık	Fil Kelebek Ve Kuş
2014	Öncü Yayınevi	Fındık Ve Kardan Adam
2007	Kaknüs Yayınları	Fındıkkıran Sincap
2014	Gergedan Yayınları	Fips Olanları Anlayamıyor
2007	Bulut Yayınları	Fırfır İle Pırpır
2011	Beyaz Balina Yayınları	Franklin Ve Göldeki Hayalet
2011	Beyaz Balina Yayınları	Franklin Ve Kayıp Kitap
2010	Beyaz Balina Yayınları	Franklin Ve Scooter
2010	Beyaz Balina Yayınları	Franklin Yarışıyor
2010	Beyaz Balina Yayınları	Franklin'in Balkabağı
2010	Beyaz Balina Yayınları	Franklin'in Kartları
2013	Uçanbalık	Geceyi Unutan Fil
2011	İşbankası Kültür	Genç Nasreddin İle Fırıncı
2009	Koza Yayınları	Gerçek Prenses
2012	Nar Yayınları	Gezgin Kuzu
2010	Uçanbalık	Gezmeyi Seven Ağaç
2014	Final Kültür Sanat Yayınları	Gogo Ve Günışığı
2008	Odtü Yayıncılık	Gökdelene Giren Bulut
2010	Tudem	Göl Çiçekleri
2010	Tübitak	Gölde
2014	Akçağ Yayınları	Göze'nin Küçük Kardeşi
2007	YA-PA	Gül Sultanın Saksı Evi
2010	Şiir Çocuk Yayınları	Güneş Ve Ay

2007	Bulut Yayınları	Gürgür Dede
2013	Şimşek Yayınları	Gururlu Ağaç
2004	Altın Kitaplar	Güzel Ve Çirkin
2012	Timaş	Hadisleri Öğreniyorum Doğru Söylemek
2011	Mandolin Yayınları	Hain Bitler
2011	Yumurcak Yayınları	Hakimin Adaleti
2012	Tramvay Yayınları	Hansel İle Gretel
2011	Pegasus Yayınları	Hayatımın En Güzel Günü Bugün Baba
2000	Milet Publishing Limited	Haydi Daisy
2012	Tramvay Yayınları	Heidi
2012	Nesin Yayınevi	Hep Hayır Diyen Aslan
2013	Nar Yayınları	Her Şey Yeni
2012	1001 Çiçek Yayınları	Hiç Hata Yapmayan Kız
2008	Bizbize Yayınları	Hindi İle Tavuskuşu
2013	İşbankası Kültür	Huysuz Keçi
2010	Mandolin Yayınları	İçimde Zıplayan Biri Var
2000	TC Kültür Bakanlığı	İhtiyar Bir Kedi
2008	Bizbize Yayınları	İki Eşek
2006	Uçanbalık	İki Kavgacı Ağaç
2008	Doğan Ve Egmont Yayıncılık	İlkokulun İlk Günü
1995	Ardıç Yayınevi	İnatçı Eşek
2010	İşbankası Kültür	İş Bölümü Yapalım
2012	1001 Çiçek Yayınları	İyi Geceler Farecikler
2013	Yapı Kredi Yayınları	İyi Kalpli Küçük Tavşan
2011	Yumurcak Yayınları	İyi Ki Doğdun Bon Bon
2007	Lal Kitap	Kabuğundan Kaçan Küçük Bezelye
2014	İşbankası Kültür	Kaçak Traktör
2014	İşbankası Kültür	Kahraman İtfaiyeciler
2009	Marsık Yayıncılık	Kahraman Kedi ZıpZıp Pirelere Karşı
2013	Pegasus Yayınları	Kaplan Kaplan Bu Doğru Mu
2008	Büyülfener Yayınevi	Kaplumbağa İle Eşek
2014	Yediveren Yayınları	Kaplumbağa Kırpık
2008	Erdem Yayınları	Kaplumbağa Rafi Ve Arkadaşlarının Sesi
2011	İşbankası Kültür	Kaptan Tekgözün Definesi
2007	Kaknüs Yayınları	Kar Tavukları
2012	Kavis Yayınları	Kara Yele
2009	Uçanbalık	Karanlıktan Korkan Çocuk
2002	Uçanbalık	Kardelen
2007	Bizbize Yayınları	Kardeş Cüceler
2010	Final Kültür Sanat Yayınları	Karga İle Tilki
2012	Erdem Yayınları	Karınca'nın Öğüdü
2007	Popcore Çocuk Kitapları	Kasabanın En Şık Devi
2013	Can Yayınları	Kaya İle Sinan Yunuslarla
2005	Zambak Yayınları	Kayık
2014	İşbankası Kültür	Kayıp Sürü
2010	Koza Yayınları	Keçi Adası
2005	Zambak Yayınları	Kedilerin Yarışı
2012	YA-PA	Kelebek Kanadı Benek Benek
2014	Yediveren Yayınları	Kelebek Koko
2013	Nesil Yayınları	Keman Çalan Çiçek
2011	Kırçığı Yayınları	Kim Korkar Kırmızı Başlıklı Kızdan
2010	Tudem	Kim Korkar Mavi Kurttan
2007	Lal Kitap	Kim Olduğunu Bilmeyen Kuş

2014	İşbankası Kültür	Kırda Araba Gezisi
2010	YA-PA	Kirli Vakvak
2003	KÖK Yayıncılık	Kırmızı Düğmenin Düşü
2013	Sarıgaga	Kırmızı Sarı Siyah Beyaz
2011	Sarıgaga	Kırmızı Solucan
2010	Odtü Yayıncılık	Kırmızı Top
2011	YA-PA	Kırmızı Traktör
2012	Odtü Yayıncılık	Kırmızı Uçurtma
2009	Yapı Kredi Yayınları	Kirpi İle Kestane
2012	YA-PA	Kirpi Kikinin Karnı Ağrıyor
2013	Can Yayınları	Kirpi Masalı
2007	YA-PA	Kış Baba
2012	YA-PA	Kıskanç Kurbağa
2006	Uçanbalık	Kitap Perisi
2008	İşbankası Kültür	Kız Kardeşim Doris Ağabey Olmak Kolay Değil
2012	Odtü Yayıncılık	Kız Oğlan Ve Uçurtma
2010	Uçanbalık	Kızamık Olan Fil
2014	Yeşil Dinozor	Kızgın Timsah
2011	Nesil Yayınları	Kokarca Arkadaş Bulabilecek Mi
2011	Yumurcak Yayınları	Komşumuz Macide Teyze
2010	Genç Turkuvaz Yayınları	Köpeğine Gerçekten İyi Bakabiliriz
2004	A&C Kitabevi	Köpek Balığı
2012	Pearson	Köpekler Bale Yapmaz
2013	Yeşil Dinozor	Korkacak Ne Var
2007	Redhouse Kidz	Koş Balkabağı Koş
2009	Güneşli Kitaplığı	Köstebek Kuki
2011	YA-PA	Kral Cimbo
2012	Nar Yayınları	Kralın Ödülü
2008	Zambak Yayınları	Kralın Oğlu
2013	Yapı Kredi Yayınları	Küçük Ayı İle Ahlat Ağacı
2012	Nar Yayınları	Küçük Çoban
2010	Final Kültür Sanat Yayınları	Küçük Deniz Kızı
2012	Tudem	Küçük Filozof
2013	Yapı Kredi Yayınları	Küçük Hasır Şapka
2011	Tudem	Küçük İstridye
2010	YA-PA	Küçük Kangru Büyüyor
2010	Şiir Çocuk Yayınları	Küçük Kar Taneleri
2012	Mandolin Yayınları	Küçük Kaz Cambaz İstanbul'da
2012	Odtü Yayıncılık	Küçük Keçinin Mutluluk Şarkıları
2011	YA-PA	Küçük Kirpi
2013	Mart Yayınları	Küçük Koçlar
2012	Koza Yayınları	Küçük Köpek Balığı
2010	Uçanbalık	Küçük Mor Balık
2013	Nesil Yayınları	Küçük Serçe
2011	Pearson	Küçük Vakvak
2011	Pearson	Küçük Vakvak Haydi Beni Bul
2011	Pearson	Küçük Vakvak Uyku Zamanı
2011	Pearson	Küçük Vakvak Yeni Arkadaş
2009	Kırlangıç Yayınları	Kuli'nin Rüyası
2013	Muştu Yayınları	Kupi Anneanesinde
2013	Muştu Yayınları	Kupi Fidaniyla
2013	Muştu Yayınları	Kupi Komşusunda
1995	Anka Yayınları	Kurabiyelerin Sırrı

2004	A&C Kitabevi	Kurbağa
2013	Nar Yayınları	Kurbağalar Ve Filler
2010	Yakamoz Yayıncılık	Kurt Ve Yedi Yavru Keçi
2014	Final Kültür Sanat Yayınları	Kütüphane Faresi
2013	Şimşek Yayınları	Kuyruksuz Fare
2011	Pearson	Leonardo Ve Uçan Çocuk
2014	Uçanfil Yayınları	Maisy Kreşe Gidiyor
2014	Uçanfil Yayınları	Maisy Şehirde
2014	Uçanfil Yayınları	Maisy Yüzme Öğreniyor
2013	Yapı Kredi Yayınları	Mantova'nın Cüceleri
2011	Final Kültür Sanat Yayınları	Maria Hayal Ediyor
2011	Final Kültür Sanat Yayınları	Maria Öğreniyor
2010	Uğur Mumcu Araştırmacı Gazetecilik Vakfı	Martılar Mavi Sever
2011	Nesin Yayınevi	Masal Battaniyesi
2012	Odtü Yayıncılık	Masalıcı İle Yeşil Ejderha
2011	Tudem	Mavi Kuyruk
2013	Redhouse Kidz	Mavi Mogi
1995	Anka Yayınları	Mavi Yolculuk
2012	Nesin Yayınevi	Memet'in Kulesi
2014	İşbankası Kültür	Meraklı Kedi
2010	Berikan Yayıncılık	Meraklı Kedi Paylaşmayı Öğreniyor
2014	Arif Uğur Tamkan	Mikroplar
2011	Yumurcak Yayınları	Mini Mini Mualla
2010	Nesin Yayınevi	Minik Can
2013	Nesin Yayınevi	Minik Solucan
2011	YA-PA	Minik Tırtıl
2011	YA-PA	Minik Zebra
2010	YA-PA	Miniş Kurtarma Operasyonu
2014	Lal Kitap	Minişler Şaka Şaka
2014	Lal Kitap	Minişlerin Büyük Defilesi
2014	Lal Kitap	Mırmırın Rüyası
2005	Zambak Yayınları	Mış Gibi
2014	Altın Kitaplar	Miyavın Hatası
2008	Zambak Yayınları	Mızıkçı Keçi Neden Pişman
2011	Nesil Yayınları	Mnik Yeşil Kurbağa
2003	Uçanbalık	Mona Lisa'yı Kim Çaldı
2010	1001 Çiçek Yayınları	Moni Küçük Balık
2012	Hayat Eğitim Yayınları	Mumi Özür Diliyor
2008	Zambak Yayınları	Mumu Diş Fırçalıyor
2012	YA-PA	Muşu Yolculukta
2007	Lal Kitap	Mutlu Suaygırı
2010	İşbankası Kültür	Mutlu Yunus
2013	Nesil Yayınları	Nasreddin Hoca Ve Cimri Komşusunun Hikayesi
2013	Minik Ada Yayınları	Neden Kimse Brokoli Yemiyor
2011	Nesil Yayınları	Nehrin Ortasındaki Ağaç
2010	Tudem	Nereden Çıktı Bu Çocuk
2008	Doğan Ve Egmont Yayıncılık	Neşeli Balık'ın Nehir Macerası
2012	Koza Yayınları	Nil Soru Soruyor
1998	Mavi Bulut Yayınları	Nina'nın Emziği
2007	Kırçığı Yayınları	Ninem'in Laleleri
2006	Uçanbalık	

2008	Tudem	Nisan Bebek
2010	Boyut Yayın Grubu	Noktalarım Nerde
2011	Ayrıntı Yayınları	O Büyük Ağaç
2012	Koza Yayınları	Obur Balık
2012	Odtü Yayıncılık	Öğretmen Ve Ressam
2012	Uçanbalık	Öğretmenler Onur Günü
2008	Zambak Yayınları	Ördek Alabaş
1995	YA-PA	Ormanda Eğlence
2013	Uçanbalık	Ormanın Renkleri Kimde
2013	Uçanbalık	Ormanın Yeni Komşuları
2011	Eğiten Kitap	Oyuncak Dünyası
2011	KÖK Yayıncılık	Oyuncaklarını Kıran Çocuk
2013	Sokak Kitapları	Özde Ponçik Ve Ponçik'in Arkadaşları
2014	Yediveren Yayınları	Özgürlüğe Kaçış
2005	Erdem Yayınları	Pamuk Karga
2007	YA-PA	Pamuk Tavşan Nasıl Karardı
2011	Yumurcak Yayınları	Papatyanın Sözü
2006	Beyaz Balina Yayınları	Papunun Doğum Günü
1997	Uçanbalık	Park Yiyen Robot
2007	Altın Kitaplar	Parkta Nasıl Davranalım
2011	Tramvay Yayınları	Parmak Çocuk
2009	Bulut Yayınları	Pastahaneye Gidiyoruz
2009	Güneşliği Kitaplığı	Patpat Papatya
2010	YA-PA	Paylaşmak Ne Güzel
2007	Gerhun Yayıncılık	Paylaşmanın Sevinci
1995	Anka Yayınları	Pazar Yeri
1996	Cenk Yayıncılık	Pede Tatilde
2013	Nar Yayınları	Peki Ya Ben
2014	Mikado Yayınları	Penguenler Uçamaz
2014	1001 Çiçek Yayınları	Periler Cömertliği Anlatıyor
2008	Zambak Yayınları	Pınar Ormanı
2012	Hayat Eğitim Yayınları	Poli Vaktinde Uyuyor
2007	İşbankası Kültür	Prences Gelincik Gösteri
2013	Nar Yayınları	Randevum Var
2010	Uçanbalık	Reklamları Çizen Çocuk
2000	Uçanbalık	Rengini Arayan Top
2010	Odtü Yayıncılık	Renkli Kalemler Ve Ben
2011	Uçanbalık	Resim Dersi
2010	Tudem	Rita Ve Adsız
2010	Tudem	Rita Ve Adsız Okulda
2010	Yakamoz Yayıncılık	Robinhood
2009	Kıpat Yayıncılık	Romantik Tilki
2014	Yapı Kredi Yayınları	Rüya Ormanı
2011	Nesil Yayınları	Sabırsız Kavunlar Ne Yapsın
2001	TC Kültür Bakanlığı	Saçımı Kestirmem
2013	KÖK Yayıncılık	Sadece Mor Rengi Seven Kral
2011	İşbankası Kültür	Sakar Cadı Vini Denizin Altında
2010	İşbankası Kültür	Sakar Cadı Vini Uzayda
2013	İşbankası Kültür	Sakar Cadı Vininin Korsanlık Macerası
2007	İşbankası Kültür	Sakar Cadı Vininin Süpürgesi
2012	Erdem Yayınları	Saklanın Mandarin Geliyor
2014	Uçanbalık	Şampiyon Şampuan
2008	Erdem Yayınları	Sarı Kırmızı Mavi Üzgün Palyaço Titi

2012	YA-PA	Sarı Yumak Ile Kara Yumak Arkadaş Oluyorlar
2012	Koza Yayınları	Şarkı Söyleyen Balina
2010	Odtü Yayıncılık	Şarkı Söyleyen Cırcırböceği
2005	Erdem Yayınları	Şarkıcı Gukki
2013	Mavi Pencere Yayınları	Şaşkın Salyangoz
2007	Kurşunkalem Yayınları	Şeker Parkta
2007	Kurşunkalem Yayınları	Şeker Ve Domates Çorbası
2010	Polat Kitapçılık	Şekerle Öğreniyorum Çevre Bilinci
2010	Polat Kitapçılık	Şekerle Öğreniyorum Deprem Dersi
2010	Polat Kitapçılık	Şekerle Öğreniyorum Gerçek Sevgi
2010	Polat Kitapçılık	Şekerle Öğreniyorum Ozon Tabakası
2010	Polat Kitapçılık	Şekerle Öğreniyorum Trafik Lambası
2010	Polat Kitapçılık	Şekerle Öğreniyorum Yağmurun Anlamı
2005	Uçanbalık	Şekerler Deve Oldu
2009	Kırçiçeği Yayınları	Seninle Ben Küçük Ayı
2007	Bulut Yayınları	Sercan'ın Kuşları
2008	Bulut Yayınları	Sevgi Çiçekleri
2012	Kırçiçeği Yayınları	Sevgi Kraliçesi
2012	Maya Akademi	Sevgi Ormanı
2010	YA-PA	Sevimli Cimcime
2013	Nesil Yayınları	Sevimli Denizci
2002	Ünlü Yayınevi	Sevimli Güvercin
2010	YA-PA	Sihirli Aynalar
2000	TC Kültür Bakanlığı	Sihirli Öpücük
2009	Kırlangıç Yayınları	Şıkırdak'ın Çingırağı
2004	A&C Kitabevi	Sincap
2008	Uçanbalık	Sincap Evi
2013	Şimşek Yayınları	Sinekler Ve Bal Kavanozu
2010	Nesin Yayınevi	Sıradan Bir Okul Günü
2010	Final Kültür Sanat Yayınları	Şişedeki Cin
2006	Babiali Kültür Yayıncılığı	Siyah Benekli Elma
2011	Nesil Yayınları	Siyah Kuzu Neden Yalnız
2012	Nar Yayınları	Smoofo & Biboo Fildişi Avcılarına Karşı
2012	Nar Yayınları	Smoofo & Biboo Haydutların Elinde
2012	Nar Yayınları	Smoofo & Biboo Kaybolan Sincap
2012	Nar Yayınları	Smoofo & Biboo Korsan Kaptanın Hazinesi
2012	Nar Yayınları	Smoofo & Biboo Yatağında Kim Var
2012	Nar Yayınları	Smoofo And Biboo Olaylı Piknik
2011	Odtü Yayıncılık	Somurtkan Kaplumbağa
2001	Abra Yayınları	Su Canlıları
2007	Popcore Çocuk Kitapları	Süpürgede Yer Var Mı
2012	Koza Yayınları	Sürpriz Doğum Günü
2007	Gerhun Yayıncılık	Sürpriz Sandık
2005	Erdem Yayınları	Süslü Çikolata
2011	Pegasus Yayınları	Süslü Zıpzıp Ve Yağmur
2012	Redhouse Kidz	Şuşu Ve 3 Tekerli
2013	İşbankası Kültür	Tarçının Tren Yolculuğu
2007	Altın Kitaplar	Tatilde Nasıl Davranalım
2004	A&C Kitabevi	Tavşan
2010	Polat Kitapçılık	Tavşan Ile Kaplumbağa
2013	Şimşek Yayınları	Tavuk Ile Atmaca
2004	Kipat Yayıncılık	Televizyonu Bozulan Şehir

2001	TC Kültür Bakanlığı	Temiz Kirli
2010	Mandolin Yayınları	Temizlik Sağlıktır
2006	Babiali Kültür Yayıncılığı	Tilkinin Kuyruğu
2007	Gerhun Yayıncılık	Titi Ve Boyaların Sürprizi
2008	Bizbize Yayınları	Tombik İle Sırık Muz Kabuğu
2008	Bizbize Yayınları	Tombil İle Sırık Piknik Ateşi
1997	Pasifik Yayınları	Tombiş Çok Hasta
2013	P Kitap Yayıncılık	Tomi'nin Zaman Makinesi
2012	YA-PA	Top İle Başlayan Arkadaşlık
2013	Final Kültür Sanat Yayınları	Toparlık İle Tırsak
2012	Hayat Eğitim Yayınları	Tosi Güzel Bir Gün
2007	Bulut Yayınları	Tuna'nın Bülülleri
2011	Yumurcak Yayınları	Tutumlu Kız
2000	TC Kültür Bakanlığı	Üç Arkadaş
2010	Uçanbalık	Üç Sihirli Öpücük
2004	Günışığı Kitaplığı	Uç Uç Böceği Bonbon
2010	Odtü Yayıncılık	Uçan Balık
2014	Kırmızı Kedi Yayınları	Uçmak İsteyen Balık
2010	KÖK Yayıncılık	Uçmak İsteyen Kaplumbağa
2012	Koza Yayınları	Uçurtma Uçuran Balık
2014	Yapı Kredi Yayınları	Uğurböceği Sevecen İle Salyangoz
2012	Yapı Kredi Yayınları	Tomurcuk Ay Çiçekleri
2014	Yapı Kredi Yayınları	Uğurböceği Sevecen İle Salyangoz
2012	Yapı Kredi Yayınları	Tomurcuk Cadılar
2014	Yapı Kredi Yayınları	Uğurböceği Sevecen İle Salyangoz
2012	Yapı Kredi Yayınları	Tomurcuk Hastayım
2001	TC Kültür Bakanlığı	Uslu Yaramaz
2013	Mavi Pencere Yayınları	Üşüyen Tırtıl
2014	Final Kültür Sanat Yayınları	Uyku Canavarı
2013	Nar Yayınları	Uykum Gelmiyor
2012	YA-PA	Uykuyu Sevmeyen Mumu
2014	Yapı Kredi Yayınları	Uyumak İstemeyen Ayıcık
2007	Tudem	Uyumak İstemiyorum
2008	Can Yayınları	Uyurgezer Fil
2010	Polat Kitapçılık	Uyuyan Prenses
1995	Anka Yayınları	Uzaylı Misafir
2014	Can Yayınları	Vahşi Şeyler Ülkesinde
2011	Pearson	Van Gogh Ve Ayçiçekleri
2010	Uçanbalık	Veli'nin Elma Ağacı
2010	Uçanbalık	Veli'nin Kırmızı Topu
2010	Uçanbalık	Veli'nin Kurabiyesi
2011	Uçanbalık	Veli'nin Trampeti
2014	Mikado Yayınları	Veteriner Verda
2010	Mandolin Yayınları	Vitaminlerin Ziyareti
2011	Erdem Yayınları	Yağız'ın Doğum Günü
2010	Şiir Çocuk Yayınları	Yağmur Damlası
2012	Marsık Yayıncılık	Yağmurcu Prens
2012	Koza Yayınları	Yalancı Fok
2000	YA-PA	Yaramaz Balonlar
2012	İşbankası Kültür	Yaramaz Penguenin Maceraları
2010	Şiir Çocuk Yayınları	Yaramaz Rüzgar
2010	Polat Kitapçılık	Yardımsever Kirpi

2011	Yumurcak Yayınları	Yardımsever Tavuk
2007	Bizbize Yayınları	Yaşlı Adam Ve Hırsız Tavuklar
2010	Mandolin Yayınları	Yatağıma Yağmur Yağdı
2009	Uçanbalık	Yatağın Altındaki Harfler
2012	Yapı Kredi Yayınları	Yavru Ahtapot Olmak Zor
2008	Tübitak	Yavru Köpek
2014	Akçağ Yayınları	Yavru Kuş
2010	Final Kültür Sanat Yayınları	Yeldeğirmeni
2012	YA-PA	Yemek Yemeyen Mumu
2014	Lal Kitap	Yeni Dostlar Minişler
2014	Final Kültür Sanat Yayınları	Yeşil
2010	Kırçıçeği Yayınları	Yetenek Yarışması
2013	Çamlıca Yayınları	Yumuşacık Sözler Gülen Yüzler
2013	Nesil Yayınları	Yusuf Bakıcıya Bırakılıyor
2013	Nesil Yayınları	Yusuf Doktora Gidiyor
2013	Nesil Yayınları	Yusuf Okula Gidiyor
2013	Nesil Yayınları	Yusuf Yatağına İslatıyor
2006	Tübitak	Yuvada
2013	Elma Yayınevi	Yüzyüz
2012	Eğiten Kitap	Zambaklar Ülkesi
2011	Epsilon Yayıncılık	Zeynep Lal Büyürken
2010	Mandolin Yayınları	Zeynep'in Düş Sandığı
2012	İşbankası Kültür	Zeynep'in Kırmızı Çizmeleri
2010	YA-PA	Zip Zop Kurbağanın Evi
2007	YA-PA	Zıpzıp Tavşanın Havuç Rüyası
2011	İşbankası Kültür	Zogi
2014	Yapı Kredi Yayınları	Zuzu'nun Ormanı

APPENDIX G: BOOK LIST SORT BY THREE PILLARS OF ESD

Title	Addressed pillar of ESD
5 Küçük Dinozor Köstebek Ve Dev Yumurtalar	–
5 Küçük Dinozor Sert Zırhlı Ankilozor	–
687 Koyun Ve Çoban	Socio-Cultural
Acemi Kuaför	–
Aç Gözlü Güvercin	Socio-Cultural
Aç Tırtıl	Environmental
Açıl Kapı Açıl	Socio-Cultural
Ağustos Böceği İle Karınca	–
Ahmet İle Kedisi	Socio-Cultural
Akıllı Minik İle Obur	Socio-Cultural
Akıllı Tavşan İle Anne Saksâğan	–
Akıllı Terzi	–
Alaadin'in Sihirli Lambası	–
Alis Harikalar Diyarında	–
Alis Masallarda	–
Anne Ben Kimim	Socio-Cultural
Annemin Ayakkabıları	Environmental, Socio-Cultural
Arkadaş	Environmental
Arkadaşım Ambulans Doktoru	Socio-Cultural
Arkadaşım Astronot	–
Arkadaşım Aşçı	–
Arkadaşım Balerin	–
Arkadaşım Dişçi	Socio-Cultural
Arkadaşım Futbolcu	Environmental, Socio-Cultural
Arkadaşım Hayvan Bakıcısı	Socio-Cultural
Arkadaşım Kamyon Şoförü	Environmental
Arkadaşım Leylak	–
Arkadaşım Makinist	Environmental, Socio-Cultural
Arkadaşım Otobüs Şoförü	Environmental
Arkadaşım Pilot	Environmental, Socio-Cultural, Economic
Arkadaşım Polis	Environmental, Socio-Cultural
Arkadaşım Postacı	Environmental, Economic
Arkadaşım Yarışçı	–
Artık Kendim Tamir Edebilirim	Environmental, Socio-Cultural
Artık Kendim Temizleyebilirim	Socio-Cultural, Economic
Aslan Ve Tavşan	Socio-Cultural
Aslan Ve Yavruları	Socio-Cultural
Aşçı Taşkın	–
Aşığım	Socio-Cultural
Aşk Böceği	–
Atakan Çok Fazla Şeker Yiyor	Environmental, Economic
Atakan Dişlerini Fırçalamaya Alışıyor	Environmental, Socio-Cultural
Atakan Geceyi Anneannesinde Geçiriyor	Socio-Cultural
Atakan Hayaletlerden Korkmuyor	Socio-Cultural
Atakan İnşaat Ustası Oluyor	Socio-Cultural
Atakan Marangoz Ustası Oluyor	Socio-Cultural
Atakan Okula Başlıyor	Socio-Cultural, Economic
Atakan Parka Gidiyor	Socio-Cultural
Atakan Sinemaya Gidiyor	Socio-Cultural

Atakan Süper Kahraman Oluyor	Socio-Cultural
Atakan Süpermarkete Gidiyor	Socio-Cultural
Atakan Televizyon Seyretmek İstiyor	Socio-Cultural
Atatürk Olmak	–
Ateşböceği İle Elfeneri	Socio-Cultural
Ay Ne Zaman Gelecek	–
Ay Nereye Kayboldu	–
Ay Prensesi	Socio-Cultural, Economic
Ayaklı Şeker Kavanozu	–
Ayı Kim Çaldı	Socio-Cultural
Ayı Ve İki Yolcu	–
Babam Neden Burada Değil	Socio-Cultural
Babamı Özlüyorum	Socio-Cultural
Bahçıvan Köstebek Ve Uçan Karınca Kıvırcık	Environmental, Socio-Cultural
Bal Avcısı Küçük Piti	Socio-Cultural
Bala'nın Mektubu	Socio-Cultural
Baloncu Dede Ve 3 Küçük Yaramaz	Socio-Cultural
Batık Tekne	–
Bay Morris Lessmore'un Uçan Kitapları	Socio-Cultural
Bayan Leylek	–
Belediye Otobüsü	Environmental
Ben Böyle Doğmuşum	Socio-Cultural
Ben Büyüküm	–
Ben Ne Olacağım	Socio-Cultural
Ben Ne Zaman Büyüyeceğim	Socio-Cultural
Ben Ve Arkadaşlarım	Socio-Cultural
Benek, Kedi Olmayı Düşleyen Köpek	Socio-Cultural
Benekli Kurbağa Ve Şarkı İksiri	Socio-Cultural
Benekli'nin Hediyesi	Environmental
Beni Taklit Etme	–
Benim Dünyam	Environmental, Socio-Cultural
Benim Minik Yıldızım	Socio-Cultural
Bernstain Ayıları Abartılı Bir Doğum Günü	Socio-Cultural
Bernstain Ayıları Arkadaşlarla Sorun Yaşamak	Environmental
Bernstain Ayıları Dağınık Oda	Socio-Cultural
Bernstain Ayıları Doktor Ziyareti	–
Bernstain Ayıları Fazla Televizyon Seyretmek	Environmental, Socio-Cultural
Bernstain Ayıları Karanlık	–
Bernstain Ayıları Korkunç Rüya	Socio-Cultural
Bernstain Ayıları Kötü Alışkanlıklar	Environmental, Socio-Cultural
Bernstain Ayıları Yeni Bebek	–
Beyaz Güvercin	Economic
Bezelye Olmak İstemiyorum	Socio-Cultural
Bıdık İş Başında	Socio-Cultural
Birtanecik Oğlum	Socio-Cultural
Bilgin Amca Yağmur	–
Bin Yıllık Bekleyiş	–
Bino Oyunlara Katılıyor	–
Bino Ve Balina	Socio-Cultural
Bino Ve Kardan Kale	–
Bino Ve Oyun Küpleri	Socio-Cultural
Bino Ve Oyuncak Ayı	Economic
Bir Kardan Adam Masalı	Socio-Cultural
Bir Zamanlar Bir Göl Varmış	Socio-Cultural

Biricik Ve Harika Dünyası	Socio-Cultural
Biricik Ve Yeni Arkadaşı	Environmental, Socio-Cultural
Bisküvi İçin Banyo Zamanı	Socio-Cultural
Boncuk İle Arkadaşları	Socio-Cultural
Boncuk İle Karabaş	–
Boncuk İle Karınca	Socio-Cultural
Boncuk İle Kırpık	Socio-Cultural
Boncuk İle Zıpır	Socio-Cultural
Borulardaki Ayı	–
Bozkır	Socio-Cultural
Bu Kitap Benim Köpeğimi Yedi	Socio-Cultural
Bukalemun Buku	–
Burcu Kimse Beni Oyuna Almıyor	Socio-Cultural
Burcu Küsmek Ne İşe Yarıyor Mu	Socio-Cultural
Burcu Neden Her İsteddiğim Olmuyor	Environmental, Socio-Cultural
Burcu Neden Söz Dinlemem Gerekliyor	Socio-Cultural
Burcu Oyuncakları Toplamak Kimin Görevi	Socio-Cultural
Buruşuk Kağıt Parçası	Socio-Cultural
Buz Devri 4 Granny'nin Dişleri	–
Bütün Oyuncaklar Benim	Economic
Büyük Saray	Environmental
Büyük Sözcük Fabrikası	Socio-Cultural
Büyük Yatakta Kim Yatacak	–
Büyüklerin Sırrı	–
Büyüyünce Ne Olacağı	Environmental, Socio-Cultural, Economic
Canavarlar Kedilerden Korkar	Socio-Cultural
Canı Sıkılan Aydede	–
Cemile Arkadaşına Yardım Ediyor	Socio-Cultural
Cemile Banyo Yapmak İstiyor	–
Cemile Bir Hata Yapıyor	–
Cemile Çişini Altına Yapıyor	Socio-Cultural
Cemile Dans Kursuna Gidiyor	Socio-Cultural
Cemile Doktora Gidiyor	–
Cemile Havuza Gidiyor	–
Cemile Hayvanat Bahçesinde	Socio-Cultural
Cemile Her Şeyi Kendi Yapmak İstiyor	Socio-Cultural
Cemile Kabus Görüyor	–
Cemile Karanlıktan Korkmuyor	Socio-Cultural
Cemile Kardeşini Kıskanıyor	Socio-Cultural
Cemile Köpek Yavrusu Beslemek İstiyor	Socio-Cultural
Cemile Kötü Söz Söylüyor	–
Cemile Müsamerede Rol Alıyor	Socio-Cultural
Cemile Okula Dönüyor	Socio-Cultural
Cemile Parka Gidiyor	–
Cemile Uyumak İstemiyor	–
Cemile Yemek Pişiriyor	Socio-Cultural
Cesur Pembe Bulut	Socio-Cultural
Cırcır Böceği Altın	Socio-Cultural
Cici Çocuklar Altın Kelimeler	Socio-Cultural
Cici Çocuklar Gizli Oyun	Environmental, Economic
Cici Çocuklar Mesaj Kavanozu	–
Cici Çocuklar Renkli Yağmurlar	–
Cici Çocuklar Salon Gezegeni	Environmental
Cici Çocuklar Saygı Tırtılı	Socio-Cultural

Cici Çocuklar Şeker Yağmuru	Environmental
Cici Çocuklar Temiz Olur	Socio-Cultural
Cici Çocuklar Yapmalıboz Parçası	–
Cici Çocuklar Yeni Misafir	–
Cici Pisi Tedi Yaşasın Arkadaşlarımız	Environmental, Socio-Cultural
Cimri Tavşan	–
Civcivlerin Gezisi	–
Claude Monet Ve Sihirli Bahçesi	Environmental, Socio-Cultural
Cömert Padişah	Economic
Çalışkan Tavuk	Socio-Cultural, Economic
Çamurdan Bebekler	–
Çatlak Hasan	Environmental
Çatlak Yumurtalar Gizemli Hayvan	Socio-Cultural
Çatlak Yumurtalar Küçük Korsanlar	–
Çatlak Yumurtalar Olmak Ya Da Olmamak	Socio-Cultural
Çevreci Kral Kurbağa	Environmental, Socio-Cultural
Çınazor Diğer Dinozorları Arıyor	Socio-Cultural
Çınazor Küçük Yeşil Dinozor	Socio-Cultural
Çınazor Ormanın Tek Dinozoru	–
Çıplak Kral	Environmental, Socio-Cultural
Çıtçıt Hanımın Kurabiyeleri	–
Çiçekçi Kız	–
Çiftçi Çetin	Socio-Cultural
Çiftlik Öyküleri Buharlı Tren	Environmental, Socio-Cultural
Çiftlik Öyküleri Korkuluğun Sırrı	Environmental, Socio-Cultural
Çikolata Çocuk	–
Çok Çok Büyük Bir Dinozor	Economic
Çok Sinirliyim	Economic
Çuçuflar Dondurma Fuarı	–
Çupi Bahçede	Socio-Cultural
Çupi Banyo Yapıyor	Socio-Cultural
Dağ Kaşındı	Environmental, Socio-Cultural
Dalgın Penguen	Socio-Cultural
Dans Etmesini Seven Hipopotam	Socio-Cultural
Dedektif Franklin	Socio-Cultural
Dedemi Özlüyorum	Socio-Cultural
Değnek Adam	Environmental, Socio-Cultural
Demet'in Bahçesi	Socio-Cultural
Denize Gidiyoruz	–
Deniz'in Sevdiği Şeyler Ayakkabı	Socio-Cultural
Deniz'in Sevdiği Şeyler Banyo	Socio-Cultural
Deniz'in Sevdiği Şeyler Hayvanlar	Socio-Cultural
Deniz'in Sevdiği Şeyler Müzik	Socio-Cultural
Deniz'in Sevdiği Şeyler Saç Tokası	–
Deniz'in Sevdiği Şeyler Yoğurt	Socio-Cultural
Denizler Prensesi Fergana	–
Dev Anası Ve Ateş	–
Dev İstridye	Socio-Cultural
Dewey Kütüphanede Bir Kedi Var	Socio-Cultural
Dıgıdık Fayton	–
Dilek Ağacı	–
Dışlek Av Peşinde	–
Doğum Günü Armağanı	Socio-Cultural
Doktor Deniz	Socio-Cultural

Dünyanın En Güzel Ağacı	–
Düşler Perisi	Socio-Cultural, Economic
Editör Yako	–
Efe'nin Uçan Balonu	Environmental, Socio-Cultural
Elif Dağ Gezisinde	Environmental, Socio-Cultural
Ellerimi Yıkamak İstemiyorum	Socio-Cultural
Emoş İle Memoş Demir Dişli Konuk	Socio-Cultural
Emoş İle Memoş Deniz Macerası	Environmental
Emoş İle Memoş Evin Küçük Erkeği	–
Emoş İle Memoş Komik Kuklalar	Environmental
Emoş İle Memoş Korkak Kovboy	Environmental, Socio-Cultural
Emoş İle Memoş Köpek Arabası	Environmental
Emoş İle Memoş Köpek Eğiticileri	Socio-Cultural
Emoş İle Memoş Oyuncak Kavgası	–
Emoş İle Memoş Pasta Ördek	–
Emoş İle Memoş Yeni Ev Yeni Arkadaş	–
En Değerli Hazine	–
En Güzel Hediye	Environmental, Socio-Cultural
Eski Ev Yeni Ev	Socio-Cultural
Eski Şeyler Okulu	Environmental
Etekleri Zil Çalan Kız	Socio-Cultural, Economic
Eylül Ve Diş Dostları	Environmental, Socio-Cultural
Fare Düğünü	–
Fasulye Ağacı	Socio-Cultural
Fındık Ve Kardan Adam	Socio-Cultural
Fındıkkıran Sincap	Socio-Cultural
Fıfır İle Pırpır	–
Fil İle Fare	Socio-Cultural
Fil Kelebek Ve Kuş	Socio-Cultural
Fips Olanları Anlayamıyor	Socio-Cultural
Franklin Ve Göldeki Hayalet	Environmental
Franklin Ve Kayıp Kitap	–
Franklin Ve Scooter	Environmental
Franklin Yarışıyor	–
Franklin'in Balkabağı	Socio-Cultural
Franklin'in Kartları	Environmental
Geceyi Unutan Fil	Socio-Cultural
Genç Nasreddin İle Fırıncı	Environmental, Socio-Cultural
Gerçek Prenses	Economic
Gezgin Kuzu	Socio-Cultural
Gezmeyi Seven Ağaç	–
Gogo Ve Günişığı	–
Gökdelene Giren Bulut	Socio-Cultural
Göl Çiçekleri	Environmental, Socio-Cultural
Gölde	–
Göze'nin Küçük Kardeşi	Socio-Cultural
Gururlu Ağaç	Socio-Cultural
Gül Sultanın Saksı Evi	Socio-Cultural
Güneş Ve Ay	–
Gürgür Dede	Economic
Güzel Ve Çirkin	–
Hadisleri Öğreniyorum Doğru Söylemek	Environmental, Socio-Cultural
Hain Bitler	Socio-Cultural
Hakimin Adaleti	Socio-Cultural

Hansel İle Gretel	–
Hayatımın En Güzel Günü Bugün Baba	Socio-Cultural
Haydi Daisy	–
Heidi	–
Hep Hayır Diyen Aslan	–
Her Şey Yeni	–
Hiç Hata Yapmayan Kız	Environmental, Socio-Cultural
Hindi İle Tavuskuşu	–
Huysuz Keçi	Socio-Cultural
İçimde Zıplayan Biri Var	Socio-Cultural
İhtiyar Bir Kedi	Socio-Cultural
İki Eşek	Socio-Cultural
İki Kavgacı Ağaç	Socio-Cultural, Economic
İlkokulun İlk Günü	Environmental
İnatçı Eşek	Socio-Cultural
İş Bölümü Yapalım	Socio-Cultural
İyi Geceler Farecikler	–
İyi Kalpli Küçük Tavşan	–
İyi Ki Doğdun Bon Bon	Socio-Cultural
Kabuğundan Kaçan Küçük Bezelye	–
Kaçak Traktör	Socio-Cultural
Kahraman İtfaiyeciler	Environmental, Socio-Cultural
Kahraman Kedi Zıp Zıp Pirelere Karşı	–
Kaplan Kaplan Bu Doğru Mu	Environmental, Socio-Cultural
Kaplumbağa İle Eşek	Socio-Cultural
Kaplumbağa Kırpık	Socio-Cultural
Kaplumbağa Rafi Ve Arkadaşlarının Sesi	Socio-Cultural
Kaptan Tekgözün Definesi	Environmental, Socio-Cultural
Kar Tavukları	Socio-Cultural
Kara Yele	Socio-Cultural
Karanlıktan Korkan Çocuk	Environmental
Kardelen	Socio-Cultural
Kardeş Cüceler	Socio-Cultural
Karga İle Tilki	–
Karıncanın Öğüdü	–
Kasabanın En Şık Devi	Environmental, Economic
Kaya İle Sinan Yunuslarla	Environmental, Socio-Cultural
Kayık	Environmental
Kayıp Sürü	Environmental, Socio-Cultural
Keçi Adası	Environmental, Socio-Cultural
Kedilerin Yarışı	–
Kelebek Kanadı Benek Benek	–
Kelebek Koko	Socio-Cultural
Keman Çalan Çiçek	Socio-Cultural
Kırda Araba Gezisi	Socio-Cultural
Kırmızı Düşmenin Düşü	–
Kırmızı Sarı Siyah Beyaz	Environmental, Socio-Cultural, Economic
Kırmızı Solucan	Socio-Cultural
Kırmızı Top	Environmental
Kırmızı Traktör	Socio-Cultural
Kırmızı Uçurtma	Environmental, Socio-Cultural
Kıskanç Kurbağa	Socio-Cultural
Kış Baba	–
Kız Kardeşim Doris Ağabey Olmak Kolay Değil	Socio-Cultural

Kız Ođlan Ve Uçurtma	Environmental, Socio-Cultural
Kızamık Olan Fil	–
Kızgın Timsah	Socio-Cultural
Kim Korkar Kırmızı Başlıklı Kızdan	Socio-Cultural
Kim Korkar Mavi Kurttan	–
Kim Olduđunu Bilmeyen Kuş	Socio-Cultural
Kirli Vakvak	–
Kirpi İle Kestane	–
Kirpi Kikinin Karnı Ağrıyor	–
Kirpi Masalı	Socio-Cultural
Kitap Perisi	–
Kokarca Arkadaş Bulabilecek Mi	Socio-Cultural
Komşumuz Macide Teyze	Socio-Cultural, Economic
Korkacak Ne Var	Socio-Cultural
Koş Balkabađı Koş	–
Köpeđine Gerçekten İyi Bakabiliriz	Socio-Cultural
Köpek Baltıđı	–
Köpekler Bale Yapmaz	Environmental, Socio-Cultural
Köstebek Kuki	Socio-Cultural, Economic
Kral Cimbo	Socio-Cultural
Kralın Ođlu	Socio-Cultural
Kralın Ödülü	–
Kuli'nin Rüyası	Socio-Cultural
Kupi Anneannesinde	Socio-Cultural
Kupi Fidanıyla	Socio-Cultural
Kupi Komşusunda	Socio-Cultural
Kurabiyelerin Sırrı	Socio-Cultural, Economic
Kurbađa	–
Kurbađalar Ve Filler	Socio-Cultural
Kurt Ve Yedi Yavru Keçi	–
Kuyruksuz Fare	Socio-Cultural
Küçük Ayı İle Ahlat Ağacı	Environmental
Küçük Çoban	Socio-Cultural
Küçük Deniz Kızı	–
Küçük Filozof	Socio-Cultural
Küçük Hasır Şapka	Environmental
Küçük İstridye	–
Küçük Kangru Büyüyor	Socio-Cultural
Küçük Kar Taneleri	–
Küçük Kaz Cambaz İstanbul'da	Environmental, Socio-Cultural
Küçük Keçinin Mutluluk Şarkıları	Socio-Cultural
Küçük Kirpi	–
Küçük Koçlar	Socio-Cultural
Küçük Köpek Balıđı	Socio-Cultural
Küçük Mor Balık	Socio-Cultural
Küçük Serçe	–
Küçük Vakvak	Socio-Cultural
Küçük Vakvak Haydi Beni Bul	Socio-Cultural
Küçük Vakvak Uyku Zamanı	–
Küçük Vakvak Yeni Arkadaş	Socio-Cultural
Kütüphane Faresi	Socio-Cultural
Leonardo Ve Uçan Çocuk	Socio-Cultural
Maisy Kreşe Gidiyor	Socio-Cultural
Maisy Şehirde	Environmental

Maisy Yüzme Öğreniyor	–
Mantova'nın Cüceleri	Environmental, Socio-Cultural
Maria Hayal Ediyor	Environmental, Socio-Cultural
Maria Öğreniyor	Socio-Cultural
Martılar Mavi Sever	Socio-Cultural
Masal Battaniyesi	Environmental, Economic
Masalıcı İle Yeşil Ejderha	Environmental
Mavi Kuyruk	Environmental, Socio-Cultural
Mavi Mogi	Socio-Cultural
Mavi Yolculuk	Environmental, Socio-Cultural
Memet'in Kulesi	–
Meraklı Kedi	Socio-Cultural
Meraklı Kedi	Socio-Cultural
Meraklı Kedi Paylaşmayı Öğreniyor	Economic
Mırmırın Rüyası	–
Mış Gibi	Socio-Cultural
Mızıkçı Keçi Neden Pişman	Socio-Cultural
Mikroplar	–
Mini Mini Mualla	–
Minik Can	Environmental, Socio-Cultural
Minik Solucan	–
Minik Tırtıl	–
Minik Zebra	Socio-Cultural
Miniş Kurtarma Operasyonu	Socio-Cultural
Minişler Şaka Şaka	Socio-Cultural
Minişlerin Büyük Defilesi	–
Miyavın Hatası	–
Mnik Yeşil Kurbağa	–
Mona Lisa'yı Kim Çaldı	Environmental, Socio-Cultural
Moni Küçük Balık	–
Mumi Özür Diliyor	Socio-Cultural
Mumu Diş Fırçalıyor	–
Muş Yolculukta	Socio-Cultural
Mutlu Suaygırı	Socio-Cultural
Mutlu Yunus	Socio-Cultural
Nasreddin Hoca Ve Cimri Komşusunun Hikayesi	–
Neden Kimse Brokoli Yemiyor	Socio-Cultural
Nehrin Ortasındaki Ağaç	Socio-Cultural
Nereden Çıktı Bu Çocuk	Environmental, Socio-Cultural
Neşeli Balık'ın Nehir Macerası	Socio-Cultural
Nil Soru Soruyor	Environmental, Socio-Cultural
Nina'nın Emziği	Socio-Cultural
Ninemın Laleleri	Socio-Cultural
Nisan Bebek	Socio-Cultural
Noktalarım Nerde	Environmental
O Büyük Ağaç	Socio-Cultural
Obur Balık	Socio-Cultural
Ormanda Eğlence	Socio-Cultural
Ormanın Renkleri Kimde	Socio-Cultural
Ormanın Yeni Komşuları	Socio-Cultural
Oyuncak Dünyası	–
Oyuncaklarını Kıran Çocuk	Socio-Cultural
Öğretmen Ve Ressam	Socio-Cultural
Öğretmenler Onur Günü	Socio-Cultural

Ördek Alabaş	Socio-Cultural
Özde Ponçık Ve Ponçık'in Arkadaşları	Socio-Cultural
Özgürlüğe Kaçış	Socio-Cultural
Pamuk Karga	Socio-Cultural
Pamuk Tavşan Nasıl Karardı	
Papatyanın Sözü	Environmental
Papunun Doğum Günü	
Park Yiyen Robot	Environmental, Socio-Cultural
Parkta Nasıl Davranalım	Environmental, Socio-Cultural, Economic
Parmak Çocuk	Socio-Cultural, Economic
Pastahaneye Gidiyoruz	
Patpat Papatya	Socio-Cultural
Paylaşmak Ne Güzel	Economic
Paylaşmanın Sevinci	Environmental, Economic
Pazar Yeri	Socio-Cultural
Pede Tatilde	Environmental, Socio-Cultural
Peki Ya Ben	Socio-Cultural
Penguenler Uçamaz	Environmental, Socio-Cultural
Periler Cömertliği Anlatıyor	Socio-Cultural, Economic
Pınar Ormanı	Economic
Poli Vaktinde Uyuyor	Environmental
Prences Gelincik Gösteri	Socio-Cultural
Randevum Var	
Reklamları Çizen Çocuk	Socio-Cultural
Rengini Arayan Top	Socio-Cultural
Renkli Kalemler Ve Ben	Socio-Cultural
Resim Dersi	Socio-Cultural
Rita Ve Adsız	
Rita Ve Adsız Okulda	Socio-Cultural
Robinhood	Economic
Romantik Tilki	
Rüya Ormanı	Socio-Cultural
Sabırsız Kavunlar Ne Yapsın	Socio-Cultural
Saçımı Kestirmem	
Sadece Mor Rengi Seven Kral	Socio-Cultural
Sakar Cadı Vini Denizin Altında	Socio-Cultural
Sakar Cadı Vini Uzayda	Socio-Cultural
Sakar Cadı Vininin Korsanlık Macerası	Environmental, Economic
Sakar Cadı Vininin Süpürgesi	Environmental, Socio-Cultural
Saklanın Mandarin Geliyor	
Sarı Kırmızı Mavi Üzgün Palyaço Titi	Socio-Cultural
Sarı Yumak İle Kara Yumak Arkadaş Oluyorlar	
Seninle Ben Küçük Ayı	Socio-Cultural
Sercan'ın Kuşları	Socio-Cultural
Sevgi Çiçekleri	Socio-Cultural
Sevgi Kraliçesi	Socio-Cultural
Sevgi Ormanı	Socio-Cultural
Sevimli Cincime	
Sevimli Denizci	Socio-Cultural
Sevimli Güvercin	Socio-Cultural
Sıradan Bir Okul Günü	Socio-Cultural
Sihirli Aynalar	
Sihirli Öpücük	Socio-Cultural
Sincap	

Sincap Evi	Environmental, Socio-Cultural
Sinekler Ve Bal Kavanozu	–
Siyah Benekli Elma	Economic
Siyah Kuzu Neden Yalnız	Socio-Cultural
Smoofoy & Biboo Fildişi Avcılarına Karşı	Socio-Cultural
Smoofoy & Biboo Haydutların Elinde	Socio-Cultural
Smoofoy & Biboo Kaybolan Sincap	Socio-Cultural
Smoofoy & Biboo Korsan Kaptanın Hazinesi	Environmental
Smoofoy & Biboo Yatağında Kim Var	–
Smoofoy And Biboo Olaylı Piknik	Socio-Cultural
Somurtkan Kaplumbağa	Socio-Cultural
Su Canlıları	–
Süpürgede Yer Var Mı	Socio-Cultural
Sürpriz Doğum Günü	–
Sürpriz Sandık	–
Süslü Çikolata	Socio-Cultural
Süslü Zıpızıp Ve Yağmur	–
Şampiyon Şampuan	Socio-Cultural
Şarkı Söyleyen Balina	Socio-Cultural
Şarkı Söyleyen Cırcırböceği	–
Şarkıcı Gukki	Socio-Cultural
Şaşkın Salyangoz	–
Şeker Parkta	Socio-Cultural
Şeker Ve Domates Çorbası	Environmental, Socio-Cultural
Şekerle Öğreniyorum Çevre Bilinci	Socio-Cultural
Şekerle Öğreniyorum Deprem Dersi	Socio-Cultural
Şekerle Öğreniyorum Gerçek Sevgi	Socio-Cultural
Şekerle Öğreniyorum Ozon Tabakası	Environmental, Socio-Cultural
Şekerle Öğreniyorum Trafik Lambası	Socio-Cultural
Şekerle Öğreniyorum Yağmurun Anlamı	Socio-Cultural
Şekerler Deve Oldu	–
Şıkırdak'ın Çingırağı	Socio-Cultural
Şişedeki Cin	Socio-Cultural
Şuşu Ve 3 Tekeri	Environmental
Tarçının Tren Yolculuğu	Environmental, Socio-Cultural
Tatilde Nasıl Davranalım	Socio-Cultural
Tavşan	–
Tavşan İle Kaplumbağa	–
Tavuk İle Atmaca	–
Televizyonu Bozulan Şehir	Socio-Cultural
Temiz Kirli	Socio-Cultural
Temizlik Sağlıktır	Environmental
Tilkinin Kuyruğu	Socio-Cultural
Titi Ve Boyaların Sürprizi	Socio-Cultural
Tombik İle Sırık Muz Kabuğu	Socio-Cultural
Tombil İle Sırık Piknik Ateşi	Socio-Cultural
Tombiş Çok Hasta	Economic
Tomi'nin Zaman Makinesi	–
Top İle Başlayan Arkadaşlık	–
Toparlık İle Tırsak	Environmental, Socio-Cultural
Tosi Güzel Bir Gün	Environmental
Tuna'nın Bülbülleri	Socio-Cultural
Tutumlu Kız	Environmental, Socio-Cultural
Uç Uç Böceği Bonbon	Socio-Cultural

Uçan Balık	Environmental, Socio-Cultural
Uçmak İsteyen Balık	Environmental, Socio-Cultural
Uçmak İsteyen Kaplumbağa	Socio-Cultural
Uçurtma Uçuran Balık	Socio-Cultural
Uğurböceği Sevecen İle Salyangoz Tomurcuk Ay Çiçekleri	Socio-Cultural, Economic
Uğurböceği Sevecen İle Salyangoz Tomurcuk Cadılar	–
Uğurböceği Sevecen İle Salyangoz Tomurcuk Hastayım	Socio-Cultural
Uğurböceği Sevecen İle Salyangoz Tomurcuk Uçurtma	–
Uslu Yaramaz	Socio-Cultural
Uyku Canavarı	–
Uykum Gelmiyor	Socio-Cultural
Uykuyu Sevmeyen Mumu	Socio-Cultural
Uyumak İstemeyen Ayıcık	Environmental, Socio-Cultural
Uyumak İstemiyorum	Environmental, Socio-Cultural
Uyurgezer Fil	Environmental
Uyuyan Prenses	
Uzaylı Misafir	Socio-Cultural
Üç Arkadaş	Socio-Cultural
Üç Sihirli Öpücük	–
Üşüyen Tırtıl	
Vahşi Şeyler Ülkesinde	Environmental, Socio-Cultural
Van Gogh Ve Ayçiçekleri	Socio-Cultural
Veli'nin Elma Ağacı	Socio-Cultural
Veli'nin Kırmızı Topu	Socio-Cultural
Veli'nin Kurabiyesi	Socio-Cultural, Economic
Veli'nin Trampeti	Socio-Cultural
Veteriner Verda	Socio-Cultural
Vitaminlerin Ziyareti	–
Yağız'ın Doğum Günü	–
Yağmur Damlası	–
Yağmurcu Prens	Environmental
Yalancı Fok	Socio-Cultural
Yaramaz Balonlar	–
Yaramaz Penguenin Maceraları	Socio-Cultural
Yaramaz Rüzgar	Socio-Cultural
Yardımsever Kirpi	Socio-Cultural
Yardımsever Tavuk	Economic
Yaşlı Adam Ve Hırsız Tavuklar	
Yatağıma Yağmur Yağdı	Socio-Cultural
Yatağın Altındaki Harfler	–
Yavru Ahtapot Olmak Zor	Environmental, Socio-Cultural
Yavru Köpek	Socio-Cultural
Yavru Kuş	Socio-Cultural
Yeldeğirmeni	–
Yemek Yemeyen Mumu	Environmental
Yeni Dostlar Minişler	Socio-Cultural
Yeşil	Socio-Cultural
Yetenek Yarışması	Socio-Cultural
Yumuşacık Sözler Gülen Yüzler	Socio-Cultural
Yusuf Bakıcıya Bırakılıyor	Socio-Cultural

Yusuf Doktora Gidiyor	–
Yusuf Okula Gidiyor	– Environmental, Socio-Cultural
Yusuf Yatađını Islatıyor	Socio-Cultural
Yuvada	–
Yüzyüz	–
Zambaklar Ülkesi	–
Zeynep Lal Büyürken	– Socio-Cultural
Zeynep'in Düş Sandıđı	Socio-Cultural
Zeynep'in Kırmızı Çizmeleri	Socio-Cultural
Zıpzip Tavşanın Havuç Rüyası	–
Zip Zop Kurbađanın Evi	–
Zogi	– Socio-Cultural
Zuzu'nun Ormanı	– Environmental, Socio-Cultural

APPENDIX H: TURKISH SUMMARY

4-6 YAŞ RESİMLİ ÖYKÜ KİTAPLARINDA SÜRDÜRÜLEBİLİR EYLEMLER: 7R'YE GÖRE BİR İÇERİK ANALİZİ ÇALIŞMASI

GİRİŞ

Dünyamız yüzyıllardır birçok canlı türüne ev sahipliği yapmaktadır ve nesiller boyu bu ev sahipliğinin devam etmesi beklenmektedir. Fakat küresel ısınma gibi insanların doğaya zarar verici eylemlerinin yaygın sonuçları nedeniyle Dünya'nın yaşam kapasitesi tehlike altına girmiştir. Dünya'nın insanlar ve diğer tüm canlılar için temiz hava ve yeteri miktarda su, verimli toprak, okyanus ve doğal kaynak sağlama potansiyeli maalesef insanların verimsiz yaşam biçimlerinin etkilerinin gerisinde kalmaktadır (Davis, 2010). Şimdiye kadar bu konuya dikkat çekmek amacıyla önemli sayıda girişimde bulunulmuştur.

Bu girişimler arasında en önemlilerinden biri Dünya Çevre ve Kalkınma Komisyonu (1987) tarafından yayımlanan Brundtland Raporu'dur. Bu rapor kapsamında Sürdürülebilir Kalkınma şimdiki neslin ihtiyaçlarının gelecek neslin ihtiyaçlarını karşılama fırsatlarından ödün verilmeyecek şekilde karşılanması olarak tanımlanmıştır (WCED, 1987). Brundtland Raporu Birleşmiş Milletler Genel Kurulu tarafından kabul edildi ve 1992 yılında Birleşmiş Milletler Çevre ve Kalkınma Konferansı dünya genelinden liderler katılımıyla gerçekleşti. Konferans sürdürülebilir kalkınmanın çevresel, sosyo-kültürel ve ekonomik olmak üzere birbiriyle ilişkili üç bileşeni olduğunu ve sürdürülebilir kalkınmayı gerçekleştirebilmek açısından eğitimin önemli bir rolü olduğunu vurgulamıştır (UNCED, 1992). Bu konferansı takiben Birleşmiş Milletler 2005 ve 2014 yılları arasını Sürdürülebilir Kalkınma için Eğitim Onyılı ilan etmiş (UNESCO, 2005) ve Göteburg Raporu (2007) Sürdürülebilir Kalkınma için Eğitim'de okul öncesi eğitim döneminin önemine dikkat çekmiştir.

Sürdürülebilir Kalkınma için Eğitim sürdürülebilir kalkınmanın üç bileşeninin eğitimin içeriğine yedirilmesidir (Hedefalk, Almqvist & Östman, 2014). Hem eğitim için yeni alanlar keşfetmek hem de demokrasi, eşitlik ve dayanışma ile ilişkili değerleri eğitimle birleştirmektir (Hagglund & Pramling Samuelsson, 2009). Üç bileşenin içeriğine yakından bakmak gerekirse sosyo-kültürel bileşen birlikte karar verme, farklılığa saygı, ve herkes için eşitlik gibi toplumun refahını ve birlikliğini sağlayan sosyal, politik ve kültürel temeldeki pratikleri; ekonomik bileşen çevreye ve doğaya yansıyan olumsuz etkileri hafifletecek şekilde temel ihtiyaçları karşılamada, enerji, malzeme ve ürün kullanımında bilinçli tüketimi; çevresel bileşen ise canlıların çeşitliliği ve çevrenin korunması gibi meseleler hakkında bilinçli olmanın yanı sıra yeryüzündeki canlılığın devamı ile ilgili şimdiki ve gelecek nesilleri korumak amacıyla alınan sorumlulukları karşılamaktadır (Siraj-Blatchford, Smith & Pramling Samuelsson, 2010).

Sürdürülebilir Kalkınma için Eğitim’de okul öncesi eğitimin önemini dikkat çeken çalışmalardan biri de Dünya Erken Çocukluk Eğitimi (OMEP) tarafından yapılmıştır. OMEP (2011) araştırmacı, eğitimci, aile ve ilgilileri Sürdürülebilir Kalkınma için Eğitim’i uygulamaya dökmek adına davet eden bir proje başlatmıştır. Bu proje kapsamında Sürdürülebilir Kalkınma için Eğitim’in üç bileşenini karşılayan 7R kategorileri rehberliğinde dünya genelinde pek çok çalışma ve uygulama yapılmıştır. 7R kategorilerinden ilk kez Brundtland Raporu’nda değinilmiş sonrasında OMEP (2011) tarafından bu kategoriler tekrar sunulmuş ve Duncan (2011) tarafından genişletilmiştir.

Bu kapsamda yani Sürdürülebilir Kalkınma için Eğitim’i günlük eğitim akışı kapsamında uygulayabilmek için kullanılabilecek yöntemlerden biri de çocuk edebiyatıdır. Okul öncesi eğitim kurumlarında Türkçe dil etkinlikleri ve hikaye anlatma zamanları ile birlikte günlük akış içinde yerini alan çocuk edebiyatı dünya genelinden insanların günlük deneyimlerini göstermeleri sebebiyle sürdürülebilirliği sunmak açısından öğretmenler için iyi bir yoldur (Spearman & Eckhoff, 2012). Bu bağlamda çocuk edebiyatının özellikle erken çocukluk dönemine hitap eden resimli öykü kitapları (Lynch-Brown & Tomlinson, 1999), okul öncesi eğitim sınıflarının kitap

merkezlerinin deęerli bir materyali (MONE, 2013) ve okul kurallarına tanıtılmak, aktif ve pasif etkinlikler arasında geiş yapmak ve eęlenceli zaman geirmek için kullanılan tipik bir erken ocukluk eęitimi aracıdır (Shine, 1995). Dolayısıyla okul öncesi dönem ocukları için kolaylıkla erişilebilir durumdadır. Bunların dışında yapılan alıřmalar bu kitapların sürdürülebilirlikle ilgili kavramları öğretilmede etkili bir yöntem olduğunu ortaya koymuştur (Bradbery, 2013; Hsiao & Shih, 2015; Spearman & Eckhoff, 2012; Svensson, 2013). Bu sebeple bu alıřmanın odağını resimli öykü kitapları oluşturmuştur.

alıřmanın Amacı

Bu alıřmanın amacı 4-6 yař grubu için hazırlanmış ve 1992 yılı ve sonrasında basılmış resimli öykü kitaplarını Sürdürülebilir Kalkınma İçin Eęitim'in üç bileşenini (evresel, sosyo-kültürel ve ekonomik) karşılayan 7R (Azalt, Tekrar Kullan, Saygı Göster, Sorgula, Yansıt, Gerikazan, Yenidendaęıt)'ye göre incelemektir. Arařtırmanın amacı doęrultusunda arařtırmaya yön veren arařtırma soruları ařaęıda belirtilmiştir:

- 1) 4-6 yař grubu için hazırlanmış resimli öykü kitaplarının betimleyici özellikleri (basım yılı, yayımcı, köken, yař grubu, aldığı ödüller, içerdii sürdürülebilir kalkınma için eęitim ile ilgili özgül kavramlar) nelerdir?
- 2) 4-6 yař grubu için yazılmış resimli öykü kitaplarının Sürdürülebilir Kalkınma İçin Eęitim'in üç bileşenini karşılayan 7R'yle ilgili sürdürülebilir eylem örnekleri sunma potansiyeli nedir?
 - a) 4-6 yař grubu için hazırlanmış resimli öykü kitaplarının içerdii sürdürülebilir eylemlerin üç bileşene göre dağılımı nedir?
 - b) 4-6 yař grubu için hazırlanmış resimli öykü kitaplarının içerdii sürdürülebilir eylemlerin Sürdürülebilir Kalkınma İçin Eęitim'in evresel bileşenine hitap eden Azalt ve Tekrar Kullan açısından dağılımı nedir?
 - c) 4-6 yař grubu için hazırlanmış resimli öykü kitaplarının içerdii sürdürülebilir eylemlerin Sürdürülebilir Kalkınma İçin Eęitim'in Sosyo-kültürel bileşenine hitap eden Saygı Göster, Sorgula ve Yansıt açısından dağılımı nedir?

- d) 4-6 yaş grubu için hazırlanmış resimli öykü kitaplarının içerdiği sürdürülebilir eylemlerin Sürdürülebilir Kalkınma İçin Eğitim'in Ekonomik bileşenine hitap eden Gerikazan ve Yenidendağıt açısından dağılımı nedir?
- 3) 4-6 yaş grubu için hazırlanmış resimli öykü kitaplarının içerdiği sürdürülebilir eylemlerin basım yılına göre dağılımı nedir?
- 4) 4-6 yaş grubu için hazırlanmış resimli öykü kitapları 7R ile ilgili sürdürülebilir eylemleri hangi yollarla sunmaktadır?

Çalışmanın Önemi

Erken çocukluk dönemi çocukların temel tutum ve beklentilerini geliştirdikleri ve çevreyle ilgili ilk tecrübelerini yaşadıkları dönem olarak değerlendirildiği için Sürdürülebilir Kalkınma için Eğitim'in bu dönemde başlaması önerilmektedir (Didonet, 2008; Prammling Samuelson & Kaga, 2008; Siraj-Blatchford et al. 2010). Bu döneme hitap eden ve çocukların ilk sosyalleşme araçlarından biri olan resimli öykü kitaplarının içeriği onların belli konular hakkındaki tutum, davranış ve beklentilerini etkileme potansiyeli açısından önemlidir (Mariott, 2002; Sandefur & Moore, 2004). Bu yüzden bu çalışma odağına resimli öykü kitaplarını oturtmuştur.

Bunların dışında ilgili alan yazın incelendiğinde bu konudaki çalışmaların genellikle Sürdürülebilir Kalkınma için Eğitim'in bileşenlerinden yalnızca birine hitap ettikleri görülmüştür. Bu çalışma resimli öykü kitaplarının sürdürülebilirlikle ilgili öğeler barındırma potansiyellerini üç bileşen açısından inceleyerek alandaki bu boşluğu kapatmayı hedeflemektedir.

İlgili Terimlerin Tanımı

Sürdürülebilir Kalkınma İçin Eğitim: Eğitimin gelecek ve şimdiki nesillerin ortak çıkarları için sürdürülebilir bir geleceğe katkı koyacak şekilde 'disiplinler arası ve bütüncül, değerler odaklı, eleştirel düşünme ve problem çözme, çok yönlü, birlikte karar verme, uygulanabilir ve yerel geçerlilik' ilkeleri doğrultusunda yeniden şekillendirilmesi (UNESCO, 2005).

Resimli öykü kitabı: Resimli öykü kitabı bir olay örgüsü içeren ve olay örgüsünü anlatırken hem kitabın metninin hem de resimlerinin kullanıldığı bir resimli kitap çeşididir(Lynch-Brown & Tomlinson, 1999).

Azalt (Reduce):

Az kullanarak daha çok ihtiyaç karşılamak amacıyla ihtiyaç dışında ışıkları söndürerek enerji tüketimini azaltmak gibi Sürdürülebilir Kalkınma için Eğitim'in çevresel bileşenine hizmet eden eylemleri içermektedir (Duncan, 2011).

Tekrar Kullan (Reuse):

Resim yaparken kâğıdın her iki tarafını da kullanmak, kullanılmayan eşyalar için takas köşeleri oluşturmak vb. gibi basitçe Sürdürülebilir Kalkınma için Eğitim'in çevresel bileşeni kapsamında eski eşyaları tekrar kullanmak anlamına gelmektedir (Duncan, 2011).

Saygı Göster (Respect):

Sürdürülebilir Kalkınma için Eğitim' in sosyo-kültürel bileşenine hizmet edecek şekilde çocuklara yeterliliklerine ve haklarına, doğaya ve tüm canlılara üstünlük duyguları taşımadan saygı göstermek anlamına gelmektedir (Duncan, 2011).

Sorgula (Rethink):

Sürdürülebilir Kalkınma için Eğitim'in sosyo-kültürel bileşeninin bir parçası olarak değerlerin değişen doğasını derinlemesine düşünmeyi karşılayan tüketim kültürünü sorgulamak, kendini yaratıcı yollarla ifade etmek vb. Eylemlerdir. (Duncan, 2011).

Yansıt (Reflect):

Sürdürülebilir Kalkınma için Eğitim'in sosyo-kültürel bileşeni kapsamında farklı kültürler ve şartları sunarak farklılıklar hakkında düşünmeyi sağlamak (Duncan, 2011).

Gerikazan (Recycle):

Çöpleri ayrıştırma, geridönüşüm ve kompost uygulamaları vb. yaparak malzemelerin yeniden başkalarının kullanımına açan Sürdürülebilir Kalkınma için Eğitim'in ekonomik bileşenine katkı sağlayan eylemlerdir (Duncan, 2011).

Yenidendağıt (Redistribute):

Sürdürülebilir Kalkınma için Eğitim'in ekonomik bileşeni kapsamında ihtiyacı olanlar için bağış kampanyaları düzenlemek gibi kaynakların daha adil kullanımını amaçlayan eylemlerdir (Duncan, 2011).

YÖNTEM**Araştırma Deseni**

Bu çalışma 4-6 yaş grubu için yazılmış ve 1992 ve sonrasında basılan resimli öykü kitaplarını içerik analizi yöntemiyle incelemeyi amaçlamaktadır. İçerik analizi yöntemi “metinlerden yinelenebilir ve geçerli çıkarımlar yapan bir araştırma yöntemi” (Krippendorff, 2004, p. 18) veya “iletilerin niteliklerinin sistematik, nesnel nicel analizi” (Neuendorf, 2002, p.1) olarak tanımlanabilir. Bu çalışmada resimli öykü kitaplarının metin ve resimleri Sürdürülebilir Kalkınma için Eğitim'in üç bileşenini karşılayan 7R ile ilgili eylemleri bulundurma potansiyelleri açısından incelenmektedir.

Örnekleme

Araştırmanın amacı doğrultusunda araştırmanın evrenini 4-6 yaş grubu için yazılmış, 1992 ve sonrasında basılmış resimli öykü kitapları oluşturmaktadır. Örnekleme seçilirken amaçlı örnekleme yöntemine başvurulmuştur. Bu örnekleme çeşidi araştırmacının örnekleme ilgili alan yazına ve araştırma sorusuna dayanarak belirlemesiyle oluşmaktadır (Fraenkel et al., 2012). Özel olarak içerik analizi yönteminde araştırmacı amaçlı örnekleme kullanarak araştırma sorusuna hitap eden bağıntılı metin evrenine ulaşmayı hedeflemektedir (Krippendorff, 2004). Bu çalışmada amaçlı örnekleme belirlenirken üç kriter seçilmiştir:

İlk olarak, 4-6 yaş grubu için yazılmış kitaplarla evren sınırlandırılmıştır. Çünkü, Türkiye’de (Alıcı, 2013; Cengizoğlu, 2013; Kahriman-Öztürk et al., 2012) ve dünyada yapılan ilgili çalışmalar (Bradbery, 2013; Davis, 2009; Hsiao & Shih, 2015; Simeonsdotter Svensson, 2013; Spearman & Eckhoff, 2012) 4-6 yaş grubu çocukların Sürdürülebilir Kalkınma uygulamalarını öğrenmeye muktedir olduklarını göstermiştir. İkinci olarak, kitap türleri içinde resimli öykü kitapları bu türün genellikle 4-7 yaş grubu çocuklara okunması için hazırlanması (Lynch-Brown & Tomlinson, 1999; Lynch-Brown et al., 2014) sebebiyle seçilmiştir. Son olarak çalışmanın evreni Rio Deklarasyonu’nun ilan edildiği yıl olan 1992 yılı ve sonrasında basılan kitaplarla sınırlandırılmıştır.

Çalışma evreninin kaynağını kitapların erişilebilirliği ve yaygın kütüphane kullanımı gözetilerek Ankara’da bulunan Cebeci Halk Kütüphanesi Çocuk Bölümü ve Ali Dayı Çocuk Kütüphanesi olmak üzere iki çocuk kütüphanesi oluşturmuştur.

Veri Toplama Aracının Geliştirilmesi

Daha önce benzer bir çalışma yapılmadığı için araştırmacı veri toplama aracını ilgili alan yazın rehberliğinde kendisi geliştirmiştir.

Kodlama ve Kategori Oluşturma

Fraenkel ve arkadaşlarına göre (2012) kategori oluşturma içerik analizinde iki çeşitte gerçekleşmektedir: Bunlardan biri araştırmacının kategorileri alan yazın ve önceki çalışmalar rehberliğinde verilerin çözümlenmesinden önce oluşturulması, bir diğeri de araştırmacının çözümlenmeyle birlikte çalışılan içeriğe daha aşına olmasıyla kategorilerin oluşturulmasıdır. Bununla birlikte, Neuendorf (2002) bilimsel yöntemin bir ilkesi olarak veri toplama aracının çalışmadan önce geliştirilmesini önermiştir. Bu önerinin rehberliğinde bu çalışmada ketegoriler veri çözümlenmesinden önce ilgili alan yazın ve çalışmalar önderliğinde OMEP (2011) tarafından sunulmuş ve Duncan (2011) tarafından geliştirilmiş 7R kategorileri çerçevesinde oluşturulmuştur. Oluşturulan kategoriler doğrultusunda kod çizelgesi geliştirilmiştir. Kod çizelgesi kitapların betimsel özelliklerini (yayımlar bilgileri, yaş grubu, kitabın kökeni, eğer varsa aldığı

ödülleri, içerdikleri Sürdürülebilir Kalkınma için Eğitim ile ilgili özgün kavramlar) ve Sürdürülebilir Kalkınma için Eğitim'in üç bileşenini karşılayan 7R kategorilerini içermektedir. Kod çizelgesine paralel olarak analiz birimini de içerecek şekilde kodlama formu oluşturulmuştur. Analiz birimi geniş veriyi içerik analizi sırasında daha kolay raporlamak ve çözümlenmek amacıyla belirlenen birimdir (Fraenkel et al., 2012). Bu çalışmada metin de resim de çözümlenmiş birim analizi olarak başlık, kapak resmi, olay örgüsü ve resimler belirlenmiştir.

Geliştirilen kod çizelgesi ve kodlama formu Okul Öncesi Eğitim ve Sürdürülebilir Kalkınma için Eğitim alanında uzman 4 kişi tarafından kontrol edilmiştir. Uzman görüşü sonrasında formun ve çizelgenin içeriği olumlu bulunmuş gerekli düzenlemeler yapılmıştır.

Pilot Çalışması

Kod çizelgesi ve kodlama formunu test etmek için ana çalışma öncesinde 4-6 yaş grubu için hazırlanmış ve 1992 yılı sonrasında basılmış 10 resimli öykü kitabı kullanılarak bir pilot çalışma yapılmıştır. Kitaplar araştırmacı ve bir başka kodlayıcı tarafından değerlendirilmiş ve analiz edilmiştir. Kodlayıcı güvenilirliği Miles ve Huberman'ın (1994) formülü kullanılarak hesaplanmış ve %98 uyulaşma bulunmuştur. Pilot çalışma sonucunda ek maddeler eklenmiş bazı ifadeler daha açık olarak tanımlanmıştır.

Ana Çalışma

Bu çalışma kapsamında Cebeci Halk Kütüphanesi Çocuk Bölümü'nden ve Ali Dayı Çocuk Kütüphanesi'nden elde edilen 598 resimli öykü kitabı incelenmiştir. Bu kitapların incelenmesi ve çözümlenmesi Mayıs ve Haziran 2015'te yapılmış ve beş hafta sürmüştür.

Her iki kütüphanedeki kitaplar örneklem kriterlerine göre tek tek incelenmiş, olay örgüsü ve resimleri çözümlenmeye engel tanıyacak şekilde zarar görmemiş her kitap çalışmaya dahil edilmiştir. Ali Dayı Çocuk Kütüphanesi'nden 238, Cebeci Halk Kütüphanesi Çocuk Bölümü'nden 360 kitap çalışma kapsamında incelenmiştir.

Veri Analizi

Verilerin analizinde betimsel istatistik yöntemleri kullanılmıştır. Genellikle içerik analizi çalışmalarında sonuçlar ilgili verinin toplam veriye göre sıklık ya da oran açısından durumu verilerek raporlanmaktadır data (Fraenkel et al., 2012). İncelenen ve değerlendirilen içerik SPSS programı 22.0 sürümü yardımıyla çözümlenmiştir. Tüm sonuçlar sıklık ve oranlar olarak raporlanmıştır.

Geçerlilik ve Güvenirlik

Neuendorf (2002) geçerliliği “ bir ölçme prosedürünün yalnızca amaçlanan kavramı temsil etme kapsamı” şeklinde tanımlamaktadır. Benzer şekilde Krippendorff (2004) geçerliliği “bir çalışmanın sonuçlarının bizi doğru olduğuna ikna eden niteliği” olarak betimlemektedir. Çalışmanın iç geçerliliğini sağlamak amacıyla kod çizelgesi ve kodlama formu alanda uzman 4 akademisyen tarafından incelenmiş ve uygun olarak değerlendirilmiştir.

Çalışmanın güvenirliliği bir ölçüm aracının hatasız ölçüm yapabilme derecesidir (Schreier, 2012). İçerik analizi yönteminde çalışmanın güvenirliliği ölçmek için Creswell’in (2007) önerdiği şekilde farklı kodlayıcının kodlama uyuşma oranı kullanılmaktadır. Bu çalışmada güvenirliliği test etmek amacıyla ana örneklemin %8’inden seçkisiz yöntemle oluşturulan alt örneklem araştırmacı dışında Okul Öncesi Öğretmenliği Ana Bilim Dalı’nda yüksek lisans yapan başka bir araştırmacı tarafından incelenmiş ve değerlendirilmiştir. Kodlayıcılar arasındaki uyuşma Miles ve Huberman’ın formülü (1994) kullanarak hesaplanmış ve %99 uyuşma bulunmuştur.

Çalışmanın Sınırlılıkları

Bu çalışmanın sonuçları 2 çocuk kütüphanesinden edinilen 4-6 yaş grubu için yazılmış 598 resimli öykü kitabıyla sınırlıdır. Araştırmacı verilerin kodlamasını ve çözümlemesini tek başına yapmıştır. Ancak çalışmanın güvenirliliğini test etmek amacıyla ana çalışmanın örnekleminin %8’inden seçkisiz örneklem yöntemiyle edinilmiş alt örneklem araştırmacı dışında farklı bir kodlayıcı tarafından değerlendirilmiş ve çözümlenmiştir. Miles ve Huberman’ın formülü (1994)

doğrultusunda hesaplanan kodlayıcı uyuşmasına göre çalışmanın güvenilirliği %99 uyuşma ile sağlanmıştır.

BULGULAR VE TARTIŞMA

Resimli Öykü Kitaplarının Betimsel Özellikleri

Çalışma kapsamında incelenen 4-6 yaş grubu için yazılmış 598 resimli öykü kitabının büyük bir çoğunluğu özellikle 2012, 2013 ve 2010 yıllarında olmak üzere son yıllarda basılmıştır. Örneklem seçiminde kütüphanelerden yararlanmış başka çalışmalarda da (Goins 2004; Veziroğlu & Gönen, 2012) aynı şekilde örneklemin çoğunluğunun son yıllarda basılmış olduğu görülmüştür. Benzer şekilde sonuçların sebebi kütüphaneleri yıllık olarak kitap rezervlerini yenilemesi olabilir.

Çalışma kapsamında incelenen kitaplar 97 ayrı yayınevine aittir. En çok kitap İşbankası Kültür Yayınları (%6.5) ve Uçanbalık Yayıncılık'a (%6.4) aittir. Çalışma yayınevlerine göre örneklemini daraltmadığı için bu kadar geniş sayıda yayınevine ulaşıldığı düşünülmektedir. İncelenen kitapların %56.7'si (n=339) Türkçe olarak basılmış kitaplar, %43.3'ü (n=259) ise çeviri kitaplar oluşturmaktadır. Bunların dışında kitapların %83.4'ünün yaş grubu ile ilgili bir bilgi içermediği görülmüştür. Bu konuda benzer şekilde yaş gruplarıyla ilgili bilgi içermeyen diğer çalışmaların (Dirican, 2013; Gönen & Güler, 2011) raporları da göz önüne alınarak yayıncıların resimli öykü kitaplarının genellikle 4-7 yaş grubu çocuklara okunması için yazılmış olması (Lynch-Brown et al., 2014) ve farklı yaş gruplarında uzun süre kullanılabilen doğası gereğiyle yaş grubu ile ilgili özel bir bilgi vermemiş olabilecekleri düşünülmektedir.

İncelenen kitapların yalnızca %6'sı uluslararası veya ulusal düzeyde bir edebiyat ödülü almıştır. Bunun yanı sıra kitapların %87.7'si Sürdürülebilir Kalkınma için Eğitim ile ilgili özgün bir kavram içermemektedir. Diğer bir deyişle kitapların yalnızca % 1.3'ü ilgili bir kavram içermektedir. Kitaplarda görülen kavramlar doğanın dengesi, temiz su kaynaklarının azalması, nesli tükenmekte olan canlılar, çevreci, çevre bilinci, orman yangınları, doğal koruma altında, doğayı koruma, Ozon

tabakasının delinmesi, kirlilik, Ozon tabakasının delinmesine bağı olarak küresel ısınma olarak sıralanmaktadır. Bu kavramların genel olarak çevresel bileşen ile ilişkilendirilebileceği görülmektedir.

Resimli Öykü Kitaplarının İçerdikleri Sürdürülebilir Eylemlerin Üç Bileşen Açısından Dağılımı

Araştırmanın bulgularına göre incelenen resimli öykü kitaplarının % 70,7' si en az bir sürdürülebilir eylem içermektedir. Kitapların %61'i sosyo-kültürel bileşen ile ilgili, %18.7'si çevresel bileşen ile ilgili, % 6.7'si de ekonomik bileşen ile ilgili en az bir sürdürülebilir eylem içermektedir. Sonuçlar göstermektedir ki, resimli öykü kitapları sürdürülebilir eylemler açısından önemli bir potansiyele sahiptir. Bu sonuç Sürdürülebilir Kalkınma için Eğitim'in doğanın küresel platformda korunumunun yanı sıra sivil haklardan tüm canlılara saygıya dek uzanan geniş kapsamıyla da ilişkilendirilebilir. Ancak bu olumlu sonuç bileşen bazında devamlılık göstermemektedir. Bileşen bazındaki sonuçlar özellikle çevresel ve ekonomik bileşeni içermek açısından kitapların çok düşük oranda sürdürülebilir eylemler sunduğunu göstermektedir. Bu sonuç üç bileşenin birbiriyle ilişkili olduğu düşünüldüğünde şaşırtıcı görünebilir. Fakat bu bileşenlerin içerik ve kökenleri incelendiğinde sosyo-kültürel bileşenin Magna Carta'dan (1215) İnsan Hakları Beyannamesi'ne (1948) uzanan İnsan Hakları Hareketi ile ekonomik ve çevresel bileşenin daha modern dönemin uygulamalarıyla beslenen ve 1977'de Tiflis Konferansı ile başlayan Çevre Hareketi ile ilişkilendirilebileceği görülmektedir. Dolayısıyla bu bakış açısı çalışmanın bulgularının bu yönde toplanmasını açıklar niteliktedir.

Sürdürülebilir Eylemlerin 7R' ye Göre Dağılımı

Çalışmanın sonuçlarına göre 7R kategorilerinden hiçbiri tek başına örneklemin yarısından fazlasında yansımamaktadır. Sonuçlar incelenen kitapların %15.1'inin Azalt (Reduce) ile ilgili, %4.7'sinin Tekrar Kullan (Reuse) ile ilgili, %41.7'sinin Saygı Göster (Respect) ile ilgili, %14.5'inin Sorgula (Rethink) ile ilgili, %9.5'inin Yansıt (Reflect) ile ilgili, %0.7'sinin Gerikazan (Recycle) ile ilgili ve %6'sının

Yenidendağıt (Redistribute) ile ilgili öğeler içerdiğini göstermektedir. Sonuçlar incelendiğinde en çok Saygı Göster ile ilgili öğelerin bulunduğu görülmektedir. Saygı bu çalışmanın kapsamı dışında olsa genellikle kitaplarda değinilen kültürel bir ögedir. Örneğin Dirican'ın (2013) kitapların içerdiği değerlere göre içerik analizi yaptığı çalışmasında ve Kılıç ve Aktan'ın (2015) 100 temel eseri inceledikleri içerik analizi çalışmasında saygı en çok görülen değerlerden biri olarak karşımıza çıkmaktadır. Bunun yanı sıra Gönen ve arkadaşları (2011) saygıyı ilköğretim resimli kitaplarında en çok işlenen konu olarak sunmuşlardır. Bu sebeple Saygı Göster ile ilgili öğelerin diğer 7R kategorilerine göre daha çok yansıtılması beklenen bir sonuç olarak değerlendirilebilir. Saygı Göster altındaki alt öğeler incelendiğinde Canlılara ve yaşam haklarına saygı dışında sosyal ve kültürel çeşitliliğe ve doğaya saygı ile ilgili maddelerin çok düşük oranda yansıtıldığı görülmektedir. Bu da yukarıda ifade edilen açıklama ile tutar yöndedir. Bunun dışında geri kalan tüm öğelere düşük oranda yer verilmesi yanı sıra özellikle Gerikazan ile ilgili öğeler kitaplarda çok düşük oranda yansıtılmıştır. Özellikle çevremizde görünür olan geridönüşüm kutularının varlığı bu bulguyla tezat oluşturmaktadır. Bu sonuç bize bazı pratiklerimizin kitaplara yansıtılmadığını göstermektedir.

Resimli Öykü Kitaplarının İçerdikleri Sürdürülebilir Eylemlerin Yıllara Göre Dağılımı

İçerilen sürdürülebilir eylemlerin dağılımı incelendiğinde bu dağılımın dönemlere göre kesin ve tutarlı değişimler göstermediği yıldan yıla artış ve azalışların gözlemlendiği görülmüştür. Bulgulara göre, 1995, 1996, 1998 ve 2002 yılında basılmış tüm kitaplar sürdürülebilirlikle ilgili en az bir eylem içerirken 2003 yılında basılmış kitapların hiçbiri ilgili bir öge içermemektedir. Bunun dışında bileşen bazında bir değerlendirme yapmak gerekirse, 1995, 1996, 1998 ve 2002 yıllarında basılan kitaplar tümü sosyo-kültürel bileşen ile ilgili bir öge içerirken 2003 yılında basılmış kitapların hiçbiri ilgili bir ögeye yer vermemektedir. Bunun dışında 2001, 2002, 2003 ve 2006'da basılan kitapların hiçbiri çevresel bileşen ile ilgili bir öge içermezken 1996 yılında basılan kitapların çoğu ve geri kalan yıllarda basılan kitapların düşük bir oranı çevresel bileşen ile ilgili öğeler içermektedir. Ekonomik

bileşen açısından ise 1996, 2000, 2001, 2002, 2003, 2004 ve 2005 yıllarında basılmış kitapların hiçbirinin ilgili bir sürdürülebilir öge içermediği görülmüştür.

Resimli Öykü Kitaplarının İçerdikleri Sürdürülebilir Eylemlerin Sunulma Yoluna Göre Dağılımı

Resimli öykü kitaplarının sürdürülebilir öğeleri sunma yolları incelendiğinde en çok olay örgüsüne başvurulduğu görülmüştür. Olay örgüsünü takiben sürdürülebilir eylemleri sunmak için en çok resimler tercih edilmiştir. Resimli öykü kitaplarının öyküyü sunmak için resim ve metinleri birlikte kullandığı (Anderson, 2013; Lynch-Brown et al., 2014) düşünüldüğünde bu beklenen bir sonuçtur. Olay örgüsü ve resimler sonrasında kapak resmi üçüncü en çok kullanılan yoldur. Başlık ise yalnızca bir 7R kategorisi sunulurken kullanılmıştır.

ÖNERİLER

Çalışma kapsamında incelenen resimli öykü kitaplarının büyük bir çoğunluğunun yaş grubu ile ilgili bir açıklama içermediği gözlemlenmiştir. Bu hususta özellikle velileri çocukları için uygun kitapları satın alma konusunda yönlendirebilmek adına yaş gruplarıyla ilgili bu bilgiler eklenebilir. Bunun dışında araştırmanın sonuçlarına göre kitaplar Sürdürülebilir Kalkınma için Eğitim ile ilgili özgül bir kavram içermek açısından oldukça zayıftır. Erken çocukluk dönemi değer yargılarının, tutum ve davranışların oluşumu açısından çok önemli olduğu için (Didonet, 2008; Prammling Samuelson & Kaga, 2008; Siraj-Blatchford et al., 2010) bu dönemde yazılan kitapların ilgili kavramları içermesi önemli bulunmaktadır. Bu sebeple yayımcı, yazar ve resimleyenlerin bu kavramları işlemesi önerilmektedir.

Bunların dışında araştırmanın sonuçları resimli öykü kitaplarının sürdürülebilir eylem içerme açısından önemli bir potansiyele sahip olduğunu göstermiştir. Bu bağlamda öğretmenlerin paylaşacakları kitapları dikkatlice incelemeleri ve yapacakları inceleme esnasında çalışmada kullanılan kategorilerden yararlanmaları önerilebilir. Çalışmada kullanılan kategoriler olabildiğince net ve geniş olarak hazırlanmıştır. Bu sebeple bazı öğretmen ve velilerin sürdürülebilirlikle ilgili kısıtlı

bilgiye sahip olabilecekleri (Bord, O'Conner & Fisher, 2000; Spiropoulou, Antonakaki, Kontaxaki & Bouras, 2007) düşünülürken bu çerçevenin yararlı olabileceği düşünülmektedir.

Çalışmanın umut verici bu sonucu bileşen bazında ve alt kategorilerde aynı şekilde yansımamaktadır. Özellikle çevresel ve ekonomik bileşenler bazında düşük sonuçlar görülmektedir. Ayrıca 7R kategorileri ayrı ayrı değerlendirildiğinde incelenen kitapların yarısından fazlasında bulunmamaktadır. Bulgular kitapların sosyal ve kültürel çeşitliliğe ve farklılığa saygı duymak ve bu çeşitliliği yansıtmak, doğaya ve canlıların habitatlarına saygı duymak, enerji ve ürün tüketiminde bilinçli olmak, geridönüşüm ve dayanışma ile ilgili eylemler açısından zayıf olduğunu göstermektedir. Halbuki, Türkiye adaletsiz gelir dağılımı ve genel olarak çocuk haklarının korunması özelde özel eğitim gereksinimi olan, mülteci, anadili farklı olan ve farklı etnik köken ve halklara ait çocukların haklarının korunması (UNESCO, nd) insan hakları, kadın hakları ve cinsiyet eşitliği, ifade özgürlüğü, din ve vicdan özgürlüğü, kültürel hakları ve farklılıkları yansıtmak, enerji verimliliği, atık yönetimi, güvenli enerji üretimi ve doğanın korunması konularında problemler yaşamaktadır (European Commission, 2014). Bu sebeple yukarıda bahsedilen konuların kitaplarda yer alması önemli bulunmaktadır. Yayımcı, yazar ve resimleyenlerin bu konulara değinmesi önerilmektedir.

Bu çalışmada Ankara'da bulunan 2 çocuk kütüphanesinde edinilen amaçlı örneklem yöntemiyle seçilen kitapların içerik analizi 7R kategorileri çerçevesinde yapılmıştır. İleriki çalışmalar aynı çerçeveyi kullanarak farklı örneklerle çalışabilir. Olay örgüsü içermeyen diğer resimli kitaplar ve/veya farklı yaş gruplarına hitap eden farklı kitaplar incelenebilir. Bunun yanı sıra bu çalışma çalışmanın örneklem kaynağı olarak farklı kütüphaneler ya da kitapçılar seçilerek tekrarlanabilir. Böylece basım yılı ya da yayınevi açısından örneklemde farklı sonuçlara ulaşılabilir. Ayrıca bu çalışma resimli öykü kitaplarında sürdürülebilir eylemleri yıllara göre betimleyici istatistikler açısından incelemiştir. Sonraki çalışmalar farklı istatistik yöntemler kullanarak basım yılı, kitabın kökeni vb özelliklere göre kitapların sürdürülebilir kalkınma ile ilgili içerdikleri eylemler açısından farklılıklar olup olmadığını inceleyebilir.

APPENDIX I :
TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : ALAN
Adı : Havva Ayça
Bölümü : İlköğretim Bölümü, Okul Öncesi Öğretmenliği

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: