Development of curriculum for literature-art convergent instruction of young children applying e-book production

Hyoung Jai Kim, Hyung Sook Kim

Department of Early Childhood Education, U1 University, Korea

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Abstract

The purpose of this study was to develop a curriculum for literature-art convergent instruction of young children applying e-book to enhance the creativity of pre-service early childhood teachers. First, we reviewed the previous studies and literature theories related to picture book production, art, and music education, and diagnosed the need to develop a curriculum for literature-art convergent literary instruction applying e-book production of young children. Second, the basic direction of the curriculum was established based on the previous studies on literature-art convergent literature of young children. Third, after selecting the appropriate animation for 'me and my family', 'hen from the garden', I developed a teaching model of the curriculum for literature-art convergence literature of young children. The lecture model of the curriculum for literature-art convergence literacy of young children instruction applying e-book production was developed in six steps in detail by the appreciation activity, this activity, and finishing activity. Fourth, we developed curriculum for literature-art convergence literary instruction of young children applying e-book production. Finally, the final draft of the curriculum for
literature-art convergence literary instruction of young children applying e-book production has been completed. As a result of this research, this study developed the curriculum for literature-art convergent instruction of young children applying e-book. In appreciation activities, pre-service early childhood teachers selected animation related to ‘me and family’ and watched. Then, the pre-service early childhood teachers analyzed the contents of the animation that they watched as a literary factor. In this activity, the story was reorganized and adapted by using creative technique as literary activity. I used the technique of art expressing as an art activity to decorate the cover and the background of the picture book. Literature-art convergent activities were used to create a convergent e-book of literature and art by using it technology of computer program. In other words, it was the process of making a picture book finished offline by online e-book. In finishing activities, pre-service early childhood teachers appreciated and evaluated the e-book picture book. The curriculum for literature-art convergent instruction of young children applying e-book was very important for pre-service early childhood teachers to produce an e-book in order to have literary experience with children as a teacher in kindergarten.

Key Words: e-book production, literature curriculum, literature-art convergence, pre-service early childhood teacher, young children

1 INTRODUCTION

The aim of convergence education is to foster convergent talents who can freely cross the boundaries between disciplines and think creatively(Jin Mi Tae, 2010). Stated that culture and arts convergence education can contribute to learner’s intellectual, emotional and social growth, and it can be beneficial to rich material, imagination and personality development related to creativity education. In particular, since literature and art have their own unique characteristics and can communicate, it is possible to deepen imagination, creativity and diversity through the development and application of learning programs. In recent years, the concept of picture book has been recognized as an independent art genre created by the com-
bination of writing and painting language, not the detailed genre of literature. Recently, it is used as an art education program combined with various fields such as visualization of results, visual image and design.

The story book is interpreted and applied in the context of the world of young children’s literature and arts and culture in the context of the application of early childhood education curriculum, thus acting as an appropriate teaching medium to enable education appropriate for the growth and development of young children (Sook-yi Kim, et al., 2017). Picture story books express young children’s appearance, inner world, life and life through writing, painting, or artistry, so that they give excitement to young children and contribute to the spiritual growth of young children (Mourao, L, 2009). In other words, the picture storybook is a teaching medium frequently encountered in daily life by young children, and helps children to grow up as a right person, positively affecting the formation of young children’s desirable values and the development of creativity (Eun Ju Ji, et al., 2007).

In addition to this, the creation of a picture book is also effective in enhancing creativity by including art activities such as story decorating, drawing, and making (Yun Hui Byeon, 2006). The making of a picture book should go through a process of analyzing, appreciating and re-conceptualizing it through storytelling or linguistic ideas (Mi Sun Yang and Sung-Hee Park, 2010). In this context, applying preliminary early childhood teachers’ instruction to create picture books through teacher training process should be helpful to improve their story composition ability and language creativity. Art activities have a close relationship with creativity, and creativity can be developed through education because the attributes of art itself continually seek newness. Lowenfeld (1987) found that art education centered on creativity promotes thinking and develops the ability to organize and synthesize fluency, flexibility, originality, and elaboration, which are sub-factors of creativity (Sung Hee Park, 2011). In other words, art activity is a medium for developing creativity, a way of acquiring, communicating, and symbolizing knowledge, and serves as a medium for developing and educating emotions (Ji Young Kim, 2012).

The research focused on the limitation and difficulty creativity education of young children emphasized the necessity of creativity
education for the kindergarten teachers (Yun Kyung Kwon, 2004, Mi Og Mun, 1999, Mi Jung Song and Ho Kim 2010, Jung Sook Ahn, 2008, Yang Yun Jeong 2003, Jang Mi Jeong, 1996). Nonetheless, creativity education in Korea is centered on the activity area, only on the language and art activities, and various types and forms of creativity education are not specified. In addition, there is a lack of proper system for teaching the kindergarten teacher’s correct perception and desirable teaching methods on creativity education.

Although most of the previous studies emphasize creative activities in art activities, most of the previous studies have been on practical activities to draw and make materials and to understand materials and techniques rather than creative art activities (Young Bok Song, 2015, Yun Suk Joung, 2002). In addition, it places much emphasis on functional education, which emphasizes technical expression, which is insufficient to cultivate creativity. Also, there is a lack of specific guidance on creative art activities. Therefore, it is necessary to develop more creative teaching-learning methods for the development of literary-artistic convergence curriculum at the present time when the importance of creative art activity is emerging. It is expected that e-books using computer will be able to promote virtual narrative of children because it includes various videos, voice, and animation (Joo Hee Moon, et al., 2012). Educational use of smartphones and tablet PCs, that is, smart devices, should be sought as media in the future of early childhood education, where various activities centered on young children are possible in early childhood education institutions (Joo Hee Moon, et al., 2012).

Therefore, the purpose of this study is to develop curriculum of literature-art convergent instruction applying e-book production in order to enhance the creativity of pre-kindergarten teachers.

The research problems are as follows.

Research Questions 1. What is the curriculum model of literature-art convergent instruction of young children applying e-book production?

Research Questions 2. What is the curriculum of literature-art convergent instruction of young children applying e-book production?
2 MATERIALS AND METHODS

2.1 Procedures for developing curriculum of literature-art convergent instruction of young children applying e-book production

The process of developing the curriculum of literature-art convergent applying e-book production of young children in this study is as follows. First, we reviewed the previous studies and literature theories related to picture book production, art, and music education, and diagnosed the need to develop a curriculum for literature-art convergent literary instruction applying e-book production of young children. Second, the basic direction of the curriculum was established based on the previous studies on literature-art convergent literature of young children. In other words, we selected the components of the curriculum including the goal, contents, method, and evaluation of the curriculum of literature-art convergent literature. In other words, we selected the components of the curriculum including the goals, contents, methods, and evaluation of the curriculum of literature-art convergence literature. Third, after selecting the appropriate animation for me and my family, hen from the garden, I developed a teaching model of the curriculum for literary-art convergence literature of young children. Then, the validity of the instructional model was verified for three early childhood education specialists. The lecture model of the curriculum for literature-art convergence literacy of young children instruction applying e-book production was developed in six steps in detail by the appreciation activity, this activity, and finishing activity. Fourth, we developed curriculum for literature-art convergence literary instruction of young children applying e-book production. After that, the curriculum was applied to 20 students of early childhood education. Finally, the final draft of the curriculum for literature-art convergence literary instruction of young children applying e-book production has been completed.

The process of developing a curriculum for literature-art convergent instruction of young children applying e-book production developed in this study is shown in Figure 1.
2.2 Techniques of art expression applied to curriculum of literature-art convergent instruction of young children applying e-book production

Table 1 shows the techniques of art expression applied to the curriculum of literature-art convergent instruction of young children applying e-book production.

TABLE 1 TECHNIQUES OF ART EXPRESSION APPLIED TO CURRICULUM OF LITERATURE-ART CONVERGENT INSTRUCTION OF YOUNG CHILDREN APPLYING E-BOOK PRODUCTION
3 RESULTS AND DISCUSSION

3.1 The establishment of basic direction of curriculum of literature-art convergent instruction of young children applying e-book production

The basic direction of the curriculum for literacy-art convergent instruction of young children for creativity development is as follows. First, the concept of creativity has a comprehensive and multime
A faceted approach that takes creativity into consideration, including both intellectual and personal factors as well as environmental factors. Then, according to the definition of Yeon Ju Oh (Yeon Ju Oh, 2009), this curriculum is based on the definition of “creativity is the creativity, creativity, thinking ability that can make things appropriate to the situation”. Through this study, we tried to develop the fluency, originality, abstraction, sophistication, and openness which constitute creativity.

3.2 The Model for the curriculum of literature-art convergent instruction of young children applying e-book production

The model of curriculum for literature-art convergent instruction applying e-book production proceeded through integrated representation activities (language, art, music) focusing on art expression technique and creativity factor. Figure 2 shows the model of the curriculum for literature-art convergent instruction of young children applying e-book production.

Fig. 2. The curriculum mode of literature-art convergent instruction of young children applying e-book production

3.3 The process of developing the curriculum of literature-art convergent instruction of young children applying e-book production

Figure 3 shows the model of the curriculum for literature-art convergent instruction applying e-book production.
In appreciation activities, pre-service early childhood teachers selected animation related to 'me and family' and watched. Then, the pre-service early childhood teachers analyzed the contents of the animation that they watched as a literary factor.

In this activity, the story was reorganized and adapted by using creative technique as literary activity. I used the technique of art expressing as an art activity to decorate the cover and the background of the picture book. Literature-art convergent activities were used to create a convergent e-book of literature and art by using its technology of computer program. In other words, it was the process of making a picture book finished offline by online e-book.

In finishing activities, pre-service early childhood teachers appreciated and evaluated the e-book picture book.

### 3.4 The curriculum contents for literature-art convergent instruction of young children applying e-book production

Table 2 shows a concrete example of the curriculum contents of the literature-art convergent instruction of young children applying e-book production.
<table>
<thead>
<tr>
<th>Process</th>
<th>Teaching Method</th>
<th>Activity Picture</th>
</tr>
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<tbody>
<tr>
<td>Appreciation activity</td>
<td>1. Animation video viewing: I watch the video of the boy who came out of the animation &quot;yard&quot; and talk about the animation of a certain topic and the image at what point. Organize my story on board.</td>
<td><img src="image1.jpg" alt="Image 1" /></td>
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<tr>
<td></td>
<td>2. Analysis of literary elements: In the children's literature class, we analyze characters, setting, background, style, point of view, and plot which are elements of fairy tales.</td>
<td><img src="image2.jpg" alt="Image 2" /></td>
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<td></td>
<td>3. Creating a story: Find the elements you want to resonate among the character, plot, background, and lesson, and brainstorm on the board version. Reorganize stories and use creative techniques to create new conflicts, backgrounds, themes, pictures, and plots.</td>
<td><img src="image3.jpg" alt="Image 3" /></td>
</tr>
<tr>
<td>This activity</td>
<td>4. Defining cover and background using art expression technique: After learning about the formative element and formative principle of a general picture book and sharing the story, I use various art expression techniques and materials to decorate the cover, the background, and characters.</td>
<td><img src="image4.jpg" alt="Image 4" /></td>
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<tr>
<td>Finishing activity</td>
<td>5. Convergence of literature and arts? Conversion of a book: In order to directly narrate the story and the narrative using IT, I find the music that matches the picture book, and after each part I play a voice recording. Capture the scene and complete the e-book.</td>
<td><img src="image5.jpg" alt="Image 5" /></td>
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<td></td>
<td>6. Announcement of improvisation after appreciation: Discuss impressive scene expressions, stamina, collage, mosaic, and other expressive techniques and their reasons, then discuss some of the questions about other picture books and what they did well.</td>
<td><img src="image6.jpg" alt="Image 6" /></td>
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3.5 The curriculum contents for literature-art convergent instruction of young children applying e-book production by group

Table 3 shows a concrete example by group of the curriculum contents of the literature-art convergent instruction of young children applying e-book production.

TABLE 3 THE CURRICULUM CONTENTS FOR LITERATURE-ART CONVERGENT INSTRUCTION OF YOUNG CHILDREN APPLYING E-BOOK PRODUCTION BY GROUP
<table>
<thead>
<tr>
<th>process</th>
<th>group 1</th>
<th>group 2</th>
<th>group 3</th>
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<tbody>
<tr>
<td>Activity process</td>
<td></td>
<td><em>Story Building</em>&lt;br&gt;Brainstorm to rebuild characters, plot, and background.&lt;br&gt;Compose and adapt the story with comprehensive opinions.</td>
<td><em>Story Building</em>&lt;br&gt;As the green pear grows up to meet a chick called Sprout, it is made up of standing, which is the position of a mother-in-law's bed. It is adapted to an imaginative storybook without wanting to stimulate the imagination of young children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Designing picture book cover using techniques of art expression</em>&lt;br&gt;Fold the battery to make a picture book tray and make a cover background and title using felt. The main character in the cover expresses it in three dimensions by using the clay.&lt;br&gt;The book cover expresses the meaning by using the figure drawing technique.</td>
<td><em>Designing picture book cover using techniques of art expression</em>&lt;br&gt;Use a marker pen to draw the title and background of the cover.&lt;br&gt;The main character is expressed by sprinkling glitter powder which is an art material.</td>
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**Example:**

*Story Building*<br>Based on the fact that the green pear grows up to meet a chick called Sprout, it is made up of standing, which is the position of a mother-in-law's bed. It is adapted to an imaginative storybook without wanting to stimulate the imagination of young children.
<table>
<thead>
<tr>
<th>Scene 1</th>
<th>Scene 2</th>
<th>Scene 3</th>
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<tbody>
<tr>
<td>![Scene 1 Image]</td>
<td>![Scene 2 Image]</td>
<td>![Scene 3 Image]</td>
</tr>
</tbody>
</table>

**Drawing a picture book background using techniques of art expression**

The background in the picture book is made by taking real photographs and making use of collage technique, and the character folds colored paper to make it three-dimensional.

**Drawing a picture book background using techniques of art expression**

It is based on lessons learned using clay, emulsion, colored paper, cut and paste, pen, colored pencil, and glitter powder.

**Drawing a picture book background using techniques of art expression**

The material which the infant can feel the sense, such as corrugated cardboard, pom-pom glitter, wax, is expressed and spread in pastel. The characters are

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**Event**

Each person takes charge of the role and directly records and makes an e-book. **Use the song ‘Tell me you can do it’ and ‘Happy birthday song’**. One by one, I play the recording and use the music that matches the scenes to create a more realistic e-book.
The curriculum for literature-art convergent instruction applying e-book production will contribute to improvement of imagination, literary writing ability and creativity of pre-service early childhood teachers through literary thinking activities through storytelling. In other words, writing stories or talking creatively with pre-service early childhood teachers or with literary works that are frequently heard will enhance their interest in literature and inspire insights into storytelling, characters, and topics. In other words, e-book creation activities through storytelling are a creative activity that emphasizes group-type interaction. In order to construct a story originally composed by a pre-nursery teacher, it is necessary not only to organize their experiences, feelings and thoughts, to construct a story based on them, but also to discuss and cooperate with other learners. And imagination, and will develop critical thinking and comprehensive thinking skills.

Especially, through the process of e-book making using It technology, preliminary infants record their own stories, insert appropriate sound and background music into the background scene, and record the recorded voice with their own background I can experience various fusion experiences such as appreciation. In other words, pre-service early childhood teachers will enhance their interest in literary subjects and understanding of literary elements through the process of creating and appreciating e-books with their own pictures and voices.

4 CONCLUSION

In this study, we developed a curriculum for literature-art convergent instruction applying e-book production to nurture creativity and convergent thinking ability of pre-nursery teachers. To this end, e-book production using creative techniques and artistic expression techniques was conducted, and integrated representation activities (language, art, music) were carried out together. These e-books have similar characteristics to those used in early childhood education. E-books and electronic fairies created by pre-service early childhood teachers have the commonality that they can repeatedly see the fairy tales individually. In addition, since the narration is provided along with the image, word recognition
can be easily performed, which is common in facilitating the child’s reading comprehension. Therefore, it is very important for pre-service early childhood teachers to produce an e-book in order to have literary experience with children as a teacher in kindergarten.

Based on this research, some suggestions are made. First, further studies should be conducted to verify the educational effects of learners applying the curriculum of young children literature education as literacy-art convergent type for creativity development. Second, the development of convergent curriculum beyond the integrated education in the field of early childhood education is attracting attention, but the amount of research inquiry is insufficient. In addition to this, it is necessary to develop various teaching media using various ict media as well as to develop a convergent curriculum applying it. Third, it is required to develop a convergent curriculum for the liberal arts curriculum including the convergent curriculum for the students of various majors in addition to the subject of the pre-service early childhood teachers. Fourth, the curriculum of literature education for literacy-art convergent type for creativity development is limited to evaluation by written test, so appropriate objective evaluation tool should be developed.

References


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