

BUILDING BIG BOOKS

by:

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Increased distribution and access to learning-teaching resources. The Department of Education (DepED) has been eyeing to accomplish this objective in its implementation of the Learning Resources Management and Development System or LRMDS. As education continues to shift into the new normal, this remains as one of the systems we ought to improve and amplify.

In his 2013 article entitled "Why Teachers Should Write More Books," Jose Vilson noted from observation that several educational publishers want books written by teachers, but with a "singular focus on their resources or classroom narrative." Although this only exercises the proximal duties of an educator, it might leave out the possibilities a teacher can offer in assistance to the learning of students, such as lessons and insights outside of the classroom setting. Especially among younger years, technical knowledge does not give as much meaning as moral lessons – which are often manifested in children's books.

Young readers enjoy a huge benefit from books embedded with descriptive pictures. Such is also a crucial part for learning how to read (EBSCO, 2017) and for their symbolic development (Strouse et al., 2018). In a psychological research conducted by Strouse and her team in 2018, entitled "The Role of Book Features in Young Children's Transfer of Information from Picture Books to Real-World Contexts," the relation of reading picture books and the young readers' learning was examined. The research study reinforced that the features of a picture book "support children's learning and transfer of that information to the real world."

Visual properties also help kids improve their analogical reasoning and recognition. To be able to transfer basic information, such as identifying the name of an animal, children need a representational trigger of the animal from the book and remember the details of its appearance to properly apply the label to the animal in real life. Picture books present the advantage of providing pictorial realism. "An image that is highly iconic, or visually very similar to its referent, may highlight the relation between the picture book image and real-world instances," Strouse added. This aspect of learning has been considered, from which DepED has mapped out an initiative.

The publication of "Big Books" for children is one activity included in the LRMDs program. Unlike the usual and conventional books for kids that are available for purchase in bookstores, these big books are produced by teachers themselves. As big as their size, images, and text, they open a big potential inside a much larger scheme of educational improvement. When the educators become writers, they provide their students a positive example, modelling the giving of importance to writing as something useful, more than merely sitting behind and correcting what the kids write (Gillespie as cited by Shubitz, 2019).

With teachers being the writers of resources, our students refer to as they learn, we become more hands-on in the aid of their education. At some point, we may even develop a certain extent of empathy we would not have exhibited afar from extending our jobs beyond the bounds of teacher cubicles. For this reason, participating and contributing to this project of LRMDs would be of great help to the accomplishment of our desire to improve the value of education in the country.

When students see us create things, they are encouraged to produce their own things as well, from their own creativity. Once this occurred, we can say that we have succeeded as educators to teach them, not only in singular ways our instructional materials may restrict us, but in ways that develops in them the skills they would need in their later life.

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