



Exploring Student Response to Contemporary Picturebooks

Sylvia Pantaleo

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Despite being a source of continuing interest to educational scholars, research into the literary understanding of elementary school students has emphasized written materials over multimodal mediums such as picturebooks. Focusing on students in Grades one and five, this book describes children's interpretations of and responses to a variety of contemporary picturebooks, specifically those books that employ Radical Change characteristics and metafictive devices. In dealing with picturebooks, Sylvia Pantaleo seeks to show the ways in which literature teaches artistic codes and conventions, critical thinking skills, visual literacy skills, and interpretative strategies.

Aside from investigating specific picturebooks, Pantaleo discusses the broader implications of reading, viewing, and creating print and digital texts in schools. These exercises, she argues, reflect the changing nature of communication and representation in the world of elementary school students. Incorporating postmodernism, social constructivism, and other theoretical frameworks, Pantaleo contextualizes her research and examines ways in which literature highlights broader social and cultural characteristics. An extensively researched look at the pedagogical value of literature in the classroom, this book introduces new dimensions to discussions of contemporary picturebooks in elementary education and the social nature of intertextuality.



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