

# **“Illustrated Knowledge: The University’s Role in Shaping Ecological Thinking through Children’s Picturebooks”**

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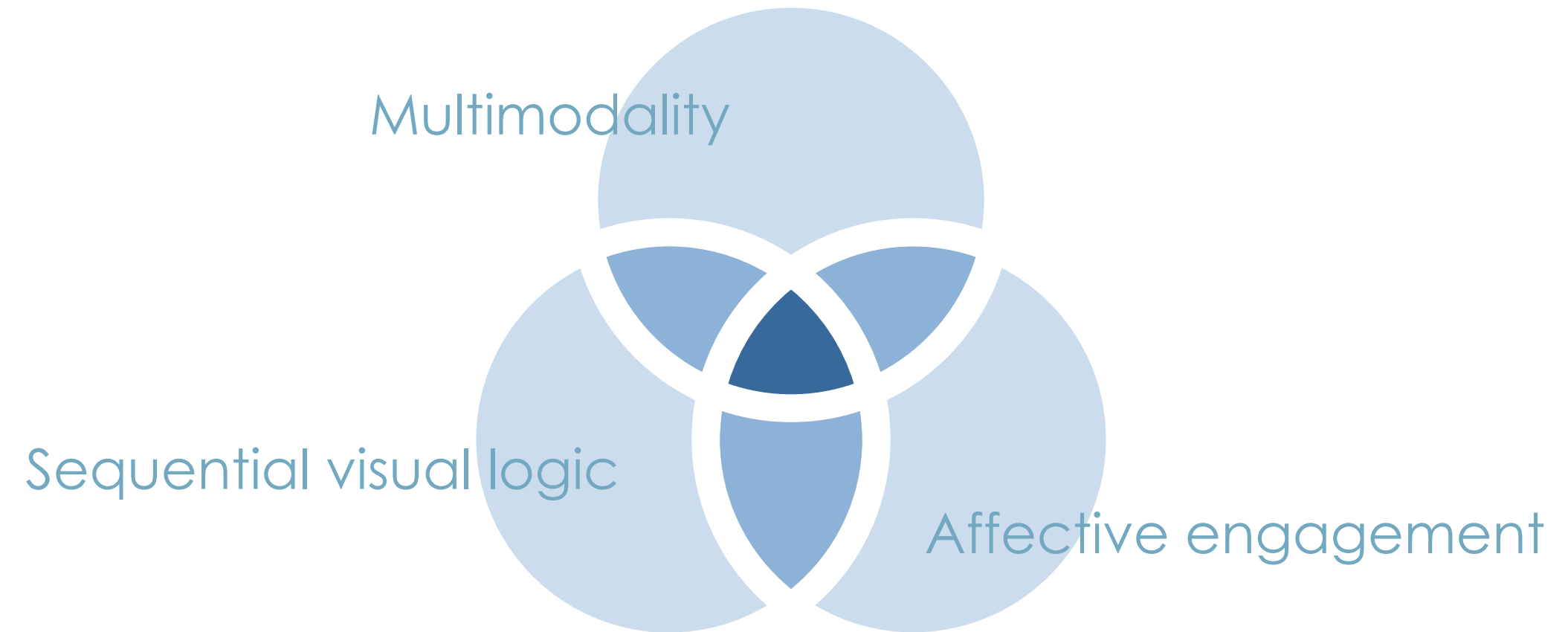
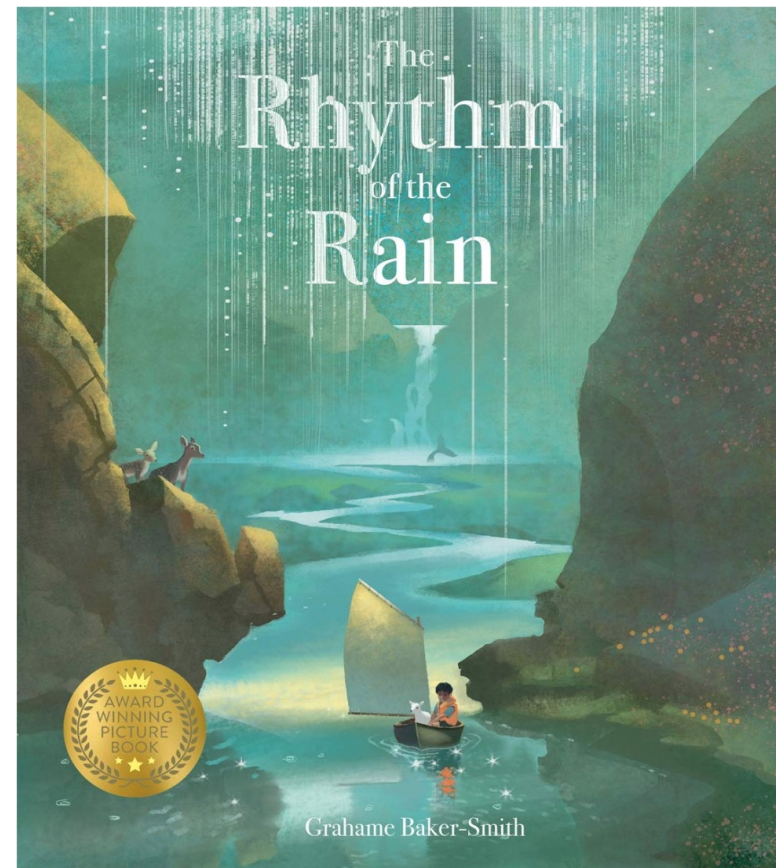


# Introduction

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## Children's picturebooks as illustrated knowledge



# Materials & Methods

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Corpus of university-linked picturebooks



Research outputs



Institutional documentation

Desk research  
& mapping

Process tracing  
(case studies)



Bibliographic /  
content analysis



Comparative  
analysis

# Findings



**The university's roles:  
from knowledge production to cultural co-creation**



Research and expertise



Education and pedagogy



Public engagement

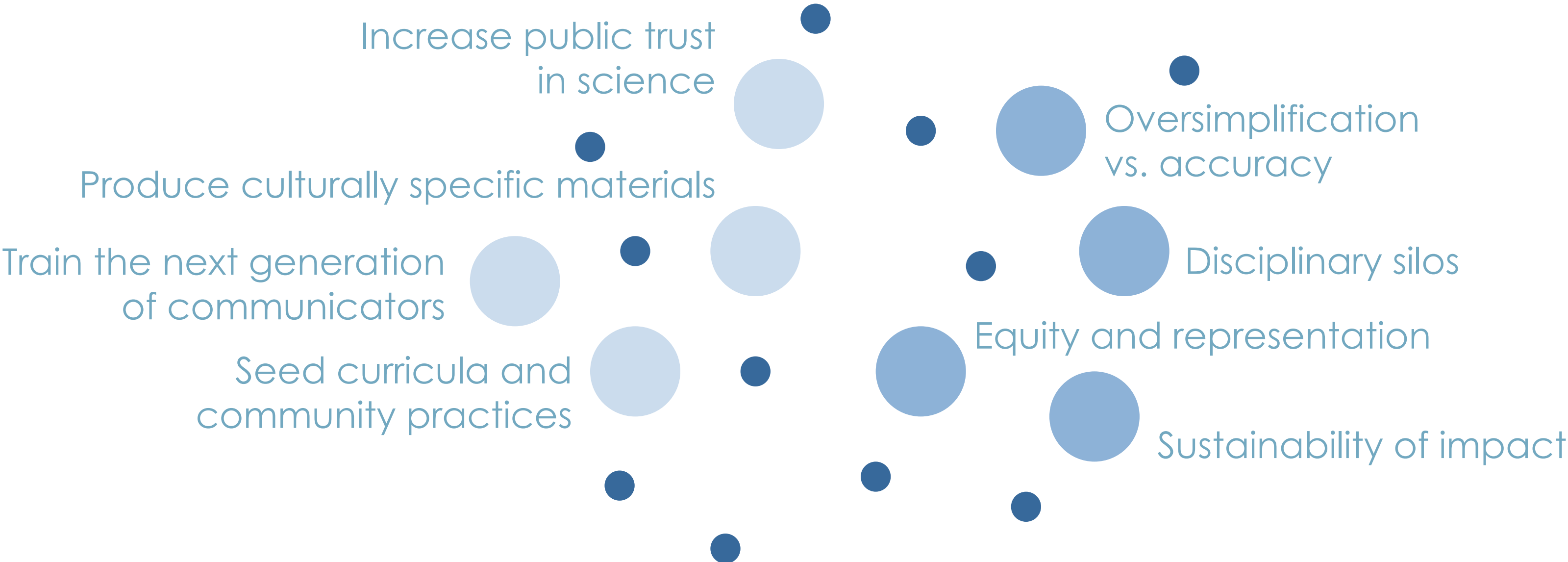




# Results (& discussion)



## Benefits & challenges

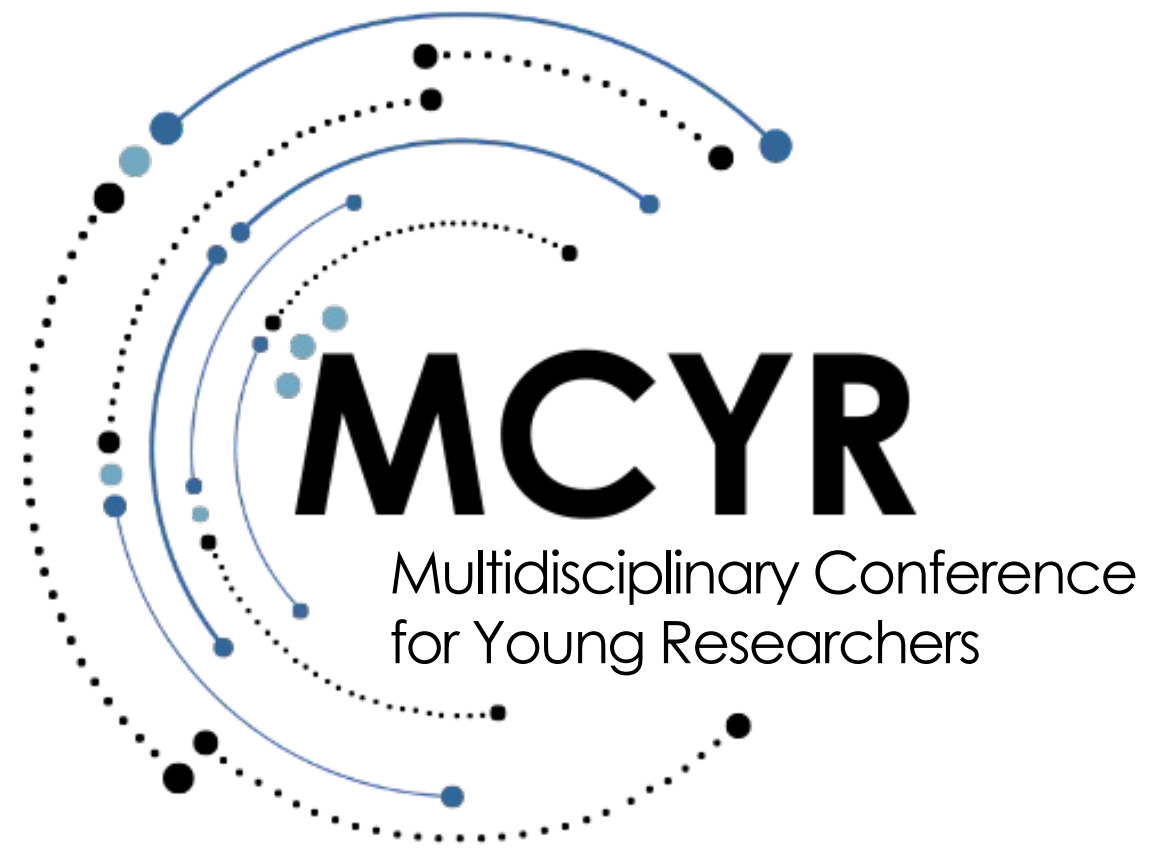


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## Conclusion

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Picturebooks are more than pretty objects for children's shelves. They are **a form of illustrated knowledge** – multimodal, sequenced, affective – capable of “translating” complex ecological science into comprehensible, motivating narratives. Universities are uniquely positioned to steward this “translation” responsibly: to supply the evidence, to train the “translators”, and to partner with communities for meaningful dissemination.



# Thank you for your attention!

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