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A Comparative Investigation of Philosophical-Educational Bases and Displaying Devices of “Authority and Freedom” in Persian and English Child’s Stories

Abstract

Authority and freedom paradox is one of the most important issues in the philosophy of education as it is in children's literature. The purpose of this study is to discover and investigate the authors' view on "authority and freedom" categories in children's literature based on the techniques applied in Iranian and English picture-story books. In this study after separate investigation and analysis of Persian and English works, the researcher has compared the kinds of devices and ways to use them. He also has determined the authors' philosophical-educational approaches considering the relationship between authority and freedom. The research is a kind of qualitative research. Purposive sampling and documentary method of data collection and interpretive-descriptive method of data analysis were used. The document includes 20 Iranian and English picture-story books that had been chosen by some specialists in children's literature. Both deductive and inductive content analyses were used to analyze the works.

The results show that the authors have used too much emancipatory devices and techniques in both Iranian and English picture-story books. The implicit theme, theme with emancipatory nature, opened plot, dramatic and objective point of view, round, developing (dynamic) and able character, indirect characterization, polyphonic voice in the pictures, text and in the written text and pictures, prevalence of pictures over written text and decentring techniques like metafiction, intertextual and happy-ending, are emancipatory displaying elements and techniques. In contrast, the explicit theme, theme with authoritative nature, closed plot, limited omniscient, omniscient and first person point of view, flat, extrovert, static and unable character, direct characterization, monophonic voice in the pictures, text and in the written text and pictures, prevalence of written text over pictures are authoritative displaying elements and techniques. The degree of freedom/authority is varying in the applied elements and techniques. Decentring techniques had been used with different degree in all Iranian and English picture-story books. Discovering a single word as a decentring technique is among particular findings of this thesis.

Philosophical-educational analysis of the books shows that authors' approach to authority and freedom relation in two Persian stories and three English picture-stories are to use authority at first and then come up with freedom. The authority and freedom relation in the other works is dialectic. At the end, the process-oriented pattern was proposed as a desired pattern for composing, criticizing and investigating the picture-story books from philosophical-educational approaches.

Keywords: Children’s Literature, Philosophical-Educational Bases, Child’s Stories, Authority, Freedom, Displaying Devices, Philosophical-Educational Bases