1-1-2010

Using globally significant children's literature to increase fourth-grade students' global attitudes and intercultural sensitivity

Tonya Salisbury
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Tonya Salisbury

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Maryanne Longo, Committee Chairperson, Education Faculty
Dr. Anthony Chan, Committee Member, Education Faculty
Dr. Kathleen Lynch, University Reviewer, Education Faculty

Chief Academic Officer

David Clinefelter, Ph.D.

Walden University
2010

ABSTRACT

Using Globally Significant Children's Literature to Increase Fourth-Grade Students'
Global Attitudes and Intercultural Sensitivity

By

Tonya Salisbury

M.A.E. Otterbein College, 1996
B.S. Otterbein College, 1992

Dissertation submitted in Partial Fulfillment
Of the Requirements for the Degree of
Doctor of Education

Walden University
July 2010

ABSTRACT

It is vital for future generations to clearly grasp what it means to be global citizens in order for them to be successful and for America to maintain its status as a world leader. The purpose of this mixed-method study was to measure and describe the growth of global attitudes and intercultural sensitivity that fourth-grade students acquire through reading and discussing globally significant children's literature which honors and celebrates diversity worldwide, in terms of culture, race, language, religion, and social status. According to Rosenblatt's transactional theory, readers experience aesthetic transactions with the text leading to an understanding of the world around them. The research question involved whether the use of globally significant children's literature created aesthetic transactions and would result in significant changes in fourth-grade students' intercultural sensitivity and global attitudes. Using literature as a catalyst for group discussions and personal responses related to global issues, 23 fourth-grade students participated in a 12-week study. Qualitative data included participants' personal reading response journals and audio taped group literature circle discussions, which were reviewed and coded for evidence of growth in intercultural sensitivity based on Bennett's developmental model of intercultural sensitivity. Two surveys were developed by the researcher to gather quantitative data. A dependent samples, two-tailed, t test at the $p < .05$ level was used to test the hypothesis that students' global attitudes and intercultural sensitivity would increase after participating in these literature circles. The statistical data gathered showed gains in both areas. It is recommended that teachers at all grade levels utilize globally significant literature and encourage literary exchanges to promote cultural understandings among their students. Developing a mindset of cultural sensitivity in elementary students can have a positive impact on the relationships between individuals and groups representing diverse cultures.

Using Globally Significant Children's Literature to Increase Fourth-Grade Students'
Global Attitudes and Intercultural Sensitivity

By

Tonya Salisbury

M.A.E. Otterbein College, 1996
B.S. Otterbein College, 1992

Dissertation submitted in Partial Fulfillment
Of the Requirements for the Degree of
Doctor of Education

Walden University
July 2010

UMI Number: 3412687

UMI®
Dissertation Publishing

ProQuest®

DEDICATION

This research study is dedicated to my daughters: Alexa, Samantha, Danielle, and Sydney Salisbury. They have inspired me to work hard and reach for the stars. I hope that I have made them proud. I also dedicate this study to my parents, Cathy Bowen Dollings and Harold "Bud" Dollings, Jr. Without their love and support I could not have become the person that I am today. I contribute my drive, ambition, and work ethic to the both of them. To my husband, Steven, thank you for being patient as I worked to accomplish my educational goals. I appreciate the willingness of my family to allow me the indulgence of pursuing my doctoral degree.

ACKNOWLEDGMENTS

I would like to acknowledge Dr. Maryanne Longo for her guidance and insight as I crafted my research study. Her educational expertise and keen insight helped me immensely. Her kind words, patience, and encouraging words kept me going even when I felt frustrated and discouraged.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

In an address to the Asia Society and Goldman Sachs Foundation in 2003, Colin

Powell stated:

> The compelling changes in our economy, the dawning of the information age, and
> the horrible events of September 11, 2001, and their aftermath, have created an
> unprecedented need to focus on international knowledge and skills. To solve the
> major problems facing our country in the 21st century requires every young person
> to learn more about other world regions, cultures, and languages. (Ohio
> Department of Education, 2008, p. 9)

The world has become increasingly interconnected through the use of technology.

Advances in technology have made it possible for people to connect with each other all

over the world. A result of this technological capability can be seen in the large increase

in personal and business dealings between the United States of America (USA) and other

countries. One in six jobs in the USA is tied to international trade (Asia Society, n.d.). In

the state of Ohio, more than 1,000 companies are internationally owned, representing 28

different countries around the world (Ohio Department of Education, 2008).

 "The United States finds itself today at the heart of a paradigm shift from its role

as the only superpower to a world in which more countries are gaining prosperity and

influence" (Ohio Department of Education, 2008). In fact, two-thirds of the world's

purchasing power and 97% of the world's consumers are outside the USA (Asia Society,

n.d.). If the USA is to maintain its status as one of the world's leading economic

superpowers, it must prepare future generations to be productive members of this

interdependent global society. The USA must educate its citizens about the importance of

being a global citizen. In order to work successfully with the plethora of cultures throughout the world, Americans must be able to understand them.

The population of the USA has become increasingly diverse. According to the United States Census Bureau (2008), all racial groups have had population increases since the year 2000, except for the White race, which has decreased a small percentage as a part of the American population. This increase in diversity has an effect on the daily lives of Americans. A Roper Poll in 2006 found that nearly half of all Americans have at least weekly communication with someone whose first language is not English (United States Census Bureau, 2008). There were 1, 827, 184 students enrolled in the Ohio public school system during the 2007-2008 school year (National Center for Educational Statistics, 2010). Approximately 35,000 of these public school students had limited English proficiency and spoke a language other than English in their homes (National Center for Educational Statistics, 2010). These numbers show that 98% of Ohio's English speaking public school students were engaged on a daily basis with 2 % of Ohio's students who were not proficient English speakers during the 2007-2008 school year (National Center for Educational Statistics, 2010). Children need to be taught how to appreciate and understand these language differences in order to promote a positive learning environment.

.   In response to the shift in America's economic standing, the increase in the diversity of the American population, and the technological connections between American businesses and other countries of the world, the state of Ohio recognized the need for a change in education for its students and created the International Education

Advisory Committee (IEAC) in 2006 (Ohio Department of Education, 2008). This committee is a combination of educators, business people, policymakers and community organizations whose mission is "to provide Ohioans with the necessary knowledge, abilities and opportunities to thrive in a global society" (Ohio Department of Education, 2008). At a gathering in 2007, these stakeholders defined international education as having four major components: (a) global context, (b) global content, (c) global thinkers, and (d) global systems. The IEAC is seeking educational reforms for the state of Ohio in grades K–12. Their strategic plan involves in-depth descriptions of each component of their definition of international education. The IEAC wishes to eventually incorporate these initiatives into all Ohio schools at each grade level (Ohio Department of Education, 2008).

The IAEC hopes to lay the foundation for a global understanding with even the very youngest of world citizens, so that Ohio's students may continuously build upon this foundation as they progress through their education (Ohio Department of Education, 2008). Children need to understand the dynamics of the interconnected world in order to be productive and successful members of a global society. The instant communication that individuals and businesses have to all parts of the world makes it a necessity to teach students of today and future generations how to interact with others throughout the global community in order to keep the USA as one of the leaders in the global economy and to promote peace among the world's inhabitants. Teachers all over the world have a great responsibility in this matter. They must prepare students to live in an interconnected

world that encompasses all aspects of life such as, business, travel, education, military, economics, and government.

This global shift from the USA being the world's only superpower to only one of the world's major contributors is at the core of the need for change in education. Educational reformist, Banks, understood this shift that was beginning to take place and predicted the need for a change a decade ago. According to Banks (1997), while young people who understand the dynamics of global economic and intercultural relations will have a distinct advantage in securing jobs, most students do not have a comprehensive understanding of the full implications of their world citizenship . Still, a decade later, America has not moved forward enough to meet the demands of this shift. Rapid changes in the work force demand that America's education system be modernized to address this matter and help students meet the needs for the 21st century (Engler & Hunt, 2004). Students also agree that they will have an important part in this global arena. "When students are asked, nine out of ten want to know more about the world; they believe it will be important to their futures" (Asia Society, n.d.). There is not only a need for an internationally competent work force with knowledge of global issues and contacts with people in other nations; there is a desire for it as well.

Educating the youngest students in America in ways that promote global understanding and the interdependence of all peoples in the world can help them to become the global citizens who will flourish in a global society. This sentiment has been promoted by global studies educators for quite some time. In 1997, Merryfield, a leader in the field of global education and professor at the Ohio State University in Columbus,

Ohio stated that a key to achieving excellence in today's global community, economically and personally, is through education and the reinforcement of global perspectives for students at all levels. This global education will need to be more than the study of world history and world geography (Merryfield, 1997). Ohio's IEAC (Ohio Department of Education, 2008) recognizes the need for a deeper understanding of world dynamics in their components of an international education. The IAEC has included more than just geography and history. The IAEC calls for an integrated approach to international education (Ohio Department of Education, 2008). International education, defined by Ohio's IAEC (Ohio Department of Education, 2008), is composed of a holistic inquiry approach that incorporates suggested content area studies, yet includes deeper examination and learning about global issues that affect the human population, as well as learning about good character and qualities that help people develop into global citizens.

A review of research literature in chapter 2 showed that, while global education is not prevalent at the elementary school level, global learning can take place in the elementary classroom with positive results.

<center>Problem Statement</center>

In 2006, the Council of Chief State School Officers in Washington, DC, agreed that graduates from American schools need global skills, including those offered through cultural studies. U.S. schools are not doing a thorough job of teaching students about the world outside America's borders (Levine, 2005). In fact, "25 percent of our college bound high school students can not name the ocean between California and Asia" (Levine, 2005, p. 1). This basic factual knowledge is assumed to be taught in American

schools. If international knowledge is needed for the job market in the 21st century, the U.S. does not appear to be growing in the right direction. Teachers are not prepared to teach about the world. This leaves an entire generation lacking the knowledge they will need for the job market, and it puts the USA at a distinct disadvantage. Many teachers have not been introduced to this type of global learning themselves, so it is quite difficult to expect them to teach in the way that is needed to prepare students for their role in a global society. However, Levine (2005), along with Kagan and Stewart (2005), agree that adding international dimensions to traditional subject areas can be done easily.

Effective global citizenship education mandates that teachers help students to develop the skills, attitudes, and abilities needed to function effectively in the world community (Banks, 1997). American schools must go beyond the superficial and inquire into the deeper meaning of what it means to be a world citizen. This global education is made up of more than learning about geography, celebrating cultural holidays, enjoying ethnic foods, having pen pals from another part of the world, learning a foreign language, and participating in festivals from other countries. These things are the superficial piece and a very small part of the type of global education that is needed for students. Global education involves the study of issues of global concern, the exploration of the different dimensions of the human condition, and the meaning and importance of culture, beginning with one's own and leading to that of others (International Baccalaureate Organization [IBO], 2007). This seems like a tall order, especially for the world's younger generations. Some may feel it is impossible to broach such topics with young children. However, America should not be content with the educational responses to the

topic of global awareness that merely add international content to citizenship activities (Davies, Evans & Reid, 2005). To do this would be underestimating what children are capable of learning.

The global education being promoted by the state of Ohio will require teachers to use instructional techniques, such as inquiry, in order to create a global mindset in learners. The traditional approach of factual knowledge must be replaced by a reformist approach that deals with real-life situations that directly affect children (Davies et al., 2005). Issues and action are vitally important in a global classroom. A global mindset encourages students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right (IBO, 2007). The goal of a new global curriculum for the 21st century must be to broaden students' perspectives, no matter what their age and position in the educational system.

Background of the Problem

Several educational reformers have proposed a need for a stronger international and multicultural curriculum. Dunn (2002, p. 13) suggested that "a new world history curriculum should replace the comparison of different cultures with questions that lead students to understand the complex, large-scale changes that have shaped our world". Dunn made it clear that global citizenship does not equate with world government. Dunn suggested the term "global citizen" describes a person who knows and cares about contemporary affairs in the whole world, not just in her or his own nation. Dunn only refers to high school and college curriculums that promote global citizenship in his discussion.

Experts have agreed that multiculturalism has a plethora of meanings in today's educational system (Dressel, 2005; Dunn, 2002; Engler & Hunt, 2004; Hicks, 2003; Louie, 2006; Pyterek, 2006; Rogers & Mosley, 2006; Sipe, 2000). Many would suggest that multicultural education and international education are two different entities. Multicultural education often simply addresses the various cultural groups that make up America's population. International education, however, addresses global issues and how cultures throughout the world deal with these issues and interact with each other.

Schools today assume that a global curriculum constitutes mostly investigations of other cultures, or is multicultural, rather than the study of social processes and historical changes in the world (Dunn, 2002). Dunn made the profound accusation that the defect of culture-centered curricula is that it tends to lock classroom inquiry into predetermined, conventionally conceived, social and cultural spaces. The curricula that Dunn suggested is one of deep inquiry and true understanding of why.

Interest in global education is not something new. Specific educational interest in world matters dates back decades; programs and endeavors to promote global learning have occurred throughout the past 30 years (Hicks, 2003). Hicks (2003, p. 273) stresses that "it is not just about the amount of global work that goes on but, more importantly, about its quality."

Another educational reformist, Glazer (1997), recognized that even a decade ago advocates for global education shared a new vision of a world without prejudice, which was seen as a complex intermingling of themes from every minority or ethnic group from the whole world (Glazer, 1997). Glazer recognized that almost everyone at that time

agreed that there was a need for a curriculum in American schools that was more inclusive of diverse cultures than assimilative of the American culture. Glazer (1997) prefaced Hicks' (2003) sentiment that it is not about the quantity of the global learning, but about the importance of the quality of it, and whether or not students learn how they properly come to conclusions rather than be fed the information as they study global issues.

For the past 10 years, postsecondary institutions have been heavily promoting international programs (Engler & Hunt, 2004). One may conclude that this may be due to the fact that those graduating from these institutions will have immediate impact on the world and the global economy because they will be venturing out into the workforce. However, this may be too late.

Several studies have concluded that racial and cultural stereotypes can occur soon after children turn 3 or 4 years of age (Aboud, 1988; Cameron, Alvarez, Ruble, & Fuligni, 2001; Martin, Wood, & Little, 1990). It is important to undo these stereotypes before they become a permanent part of the person's attitudes toward others. Stereotyping contradicts the goal of positive global citizenship. It is important to note that other research has indicated these stereotypes can be significantly reduced and cultural awareness made more accurate when people are motivated to do so (Sinclair & Kunda, 1999). With the motivation to produce productive global citizens and maintain America's position as a leader in the global economy, the global education trend is trickling down to high schools, middle schools, and even elementary schools in the USA.

Several elementary schools throughout the world are leading the way by becoming involved with international education initiatives and programs such as the IBO Primary Years Program (PYP), which happens to have its roots firmly planted in inquiry-based teaching and learning techniques (IBO, 2007). The PYP seeks to promote active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right (2007).

The PYP encourages going beyond the study of superficial elements of global education, such as flags, foods and festivals, to learn about various cultural and environmental issues in the world. It has a strong emphasis on classroom climate as a way of creating a global environment and global mindset in students. The PYP is an elementary educational program whose mission is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO, 2007). Inquiry is a strategy that this organization deems most successful in order to achieve their mission. Becoming part of the PYP, however, takes several years, much preparation, and a large financial commitment. In fact, at the time of this study, only one elementary school in the state of Ohio was involved in the PYP. Sadly, it is the financial aspect of such programs that keep schools from taking part in them.

The research school, located in suburban central Ohio, is one such school. Inspired by the need to produce students with a global mindset, this school was established in 2002 and began taking part in the PYP Level One training programs. All of the teachers and the principal, at the time of the school's inception, were trained in the

basic beliefs and teaching pedagogy of the PYP. Taking this newfound knowledge back to their school, they began to align their curriculum and work together to create the basic organizational structure that the PYP offered.

As the staff prepared to participate in the PYP application process, they received news that the school district could not provide funding for the PYP and therefore, they could not move forward with the application process. If this school was going to offer a global education to its students, the staff would have to figure out how to do it without extra funding. The teachers at the research school decided to take the knowledge they had gained from the PYP training and other research they had read which addressed successful components of a global education and create their own global program.

Since the curricula alignment was under way, the staff felt the need to address the vision and mission of their school and what made it different from other public schools in the area. This is when they realized that they had begun with their global focus without a clear vision. The research school had begun their global focus by offering students cultural experiences through celebrating festivals from around the world, enjoying foods from various cultures, and learning a foreign language. All of these experiences were important, but were not helping the students gain knowledge beyond basic facts. Students were not gaining a deeper understanding of their global citizenship and its responsibilities. Students were not involved in inquiry-based lessons that are at the core of the PYP and they were not being pushed to think at deeper levels, which Marzano (1988, 1992, 2003) deemed necessary for true learning and retention. The staff at the study school was not teaching under the pedagogy of the PYP. As a result, many teachers

began to experiment with inquiry-based lessons in their classrooms, but were not convinced that these lessons contained the best strategies to use with elementary age students, especially when trying to get these students to understand such complex issues that face the world today.

In 2007, the global vision and mission of the school was established based on a thorough examination, analysis, and comparison of components of several preexisting global programs. The staff created learning themes and global attitudes that they wished to instill in the students in the program at this school. The learning themes included (a) empathetic activism, (b) cultural expression, (c) environmental interdependence, (d) interpersonal interactions, (e) conflict resolution/social justice, (f) geographical global awareness, (g) organizational structures (Westerville City Schools, 2010). The global attitudes adopted by the school were (a) empathy, (b) cooperation, (c) gratitude, (d) integrity, (e) respect, (f) confidence, (g) responsibility, (h) reflection, (i) tolerance, (j) enthusiasm, (k) creativity (Westerville City Schools, 2010).

After the creation of these learning themes and attitudes, the question arose: What strategies can be used in order to construct a global mindset and accomplish the global education goals of deep inquiry into the learning themes and global attitudes of the students? In response to this question, the researcher shared with the staff that several studies supported the use of children's literature as a way to increase cultural sensitivity and a global mindset in students (Dressel, 2005; Gaskins, 1996; Louie, 2006; Rogers & Mosley, 2006; Sipe, 2000). From these studies stemmed an interest in the use of children's literature as a way to accomplish the global education goals at the site school.

While programs like the PYP offer a way to educate children globally, they are expensive, have a lengthy application and approval process, and require a large time commitment on the part of the schools that are accepted to participate. These issues present a problem for most public schools who wish to participate in them. The research school was no exception. The funding was simply not there for them to pursue acceptance and prolonged participation in established programs such as the PYP. This school chose to address the problem of creating a quality global education program at the elementary level without the added expense. The teachers at the research site were seeking teaching strategies that would accomplish their mission and vision, all the while being easy to apply to their students and their curriculum. Schools need to be able to address global citizenship awareness through techniques that can be easily implemented in the classroom with little or no expense. Since children's literature was already used as part of the reading program at this school, it made sense to identify literature that promoted global learning and use it to teach about global issues beyond the content of the social studies textbook.

One goal of this study was to measure the growth of intercultural sensitivity and global attitudes of the participants after they had participated in literature circle groups using globally significant children's literature. Another goal of this research was to describe this growth and examine how it developed throughout the literature circle sessions. The objectives were to show that teachers can successfully address global knowledge at the elementary level using simple techniques involving children's literature

and to show that children can learn the complex ideas involved in understanding the world around them.

While this was a mixed-method study, the design of the qualitative portion of this research was very similar to that of Lohfink's 2006 descriptive case study, which is discussed in detail in the literature review located in chapter 2. Many researchers have used children's literature to gain an understanding of what students learn as they read (Dressel, 2005; Gaskins, 1996; Kuperus, 1992; Louie, 2006; Pyterek, 2006; Rogers & Mosley, 2006; Sipe, 2000).

<div align="center">Nature of the Study</div>

This mixed-method research used a sequential, exploratory strategy to show the growth in global learning of fourth-grade students. Forty-seven students participated in this study using literature circles that centered on children's literature deemed distinguished by the Notable Books for a Global Society (NBGS) Committee, part of the International Reading Association (IRA) Children's Literature and Reading Special Interest Group (2009). Qualitative data were gathered throughout the study through observational notes, participants' reading journal entries, and audio taped literature circle sessions. Both the audio taped discussions and participants' reading journals were transcribed and coded for evidence of growth in intercultural sensitivity based on Bennett's (1993) developmental model of intercultural sensitivity (DMIS).

Quantitative data were gathered in two forms for this study through the use of an intercultural sensitivity survey, based on Bennett's (1993) DMIS, and a global attitudes survey, based on the research school's list of global attitudes (Westerville City Schools,

2010). Both surveys were developed by me and administered to the participants before and after their literature study.

A mixed-methodology was used in order to create a thorough explanation of the research. Quantitative results provided the statistical information that numerically supported the growth in intercultural sensitivity and global attitudes that took place during the study. The qualitative data developed the quantitative data by allowing me to describe the actions of the participants and the discussions that took place during the study. This information enhanced the statistical results by allowing me to provide detailed descriptions of the statistical data that was acquired through the quantitative portion of the study. By triangulating the data sources, it was my hope to neutralize the biases and limitations that can occur when using a single method (Creswell, 2003).

Research Questions

This research employed a mixed-method approach using both quantitative and qualitative data to answer the research questions below. The following research questions with hypotheses were addressed in the study:

1. Does the use of globally significant children's literature, identified by the IRA (2009), create aesthetic transactions that show significant changes in fourth-grade students' intercultural sensitivity and global attitudes?

H_o: There is no significant difference in intercultural sensitivity and global attitudes of fourth graders who have been exposed to globally significant children's literature.

H_1: There is a significant difference in intercultural sensitivity and global attitudes of fourth graders who have been exposed to globally significant children's literature.

2. Does the use of globally significant children's literature, identified by the IRA (2009), help to develop the growth of intercultural sensitivity as described by Bennett (1993) in fourth-grade students?

H_0: There is no sign of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature.

H_1: There are signs of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature.

Quantitative data were gathered in order to answer question 1 and qualitative data were used to answer question 2. A single-sample, two-tailed, t test at the $p < .05$ level was used to test the hypothesis about one population mean. The goal was to use a treated sample, $n = 23$, from the population, $N = 47$, to determine whether the treatment had any effect on the global attitudes and the intercultural sensitivity of the participants. The population mean for each set of quantitative data was determined by the results of the two pretest surveys given to the entire population. The null hypothesis stated that fourth-grade students who were exposed to globally significant children's literature would show no significant growth on an intercultural sensitivity survey and on a global attitudes survey after being exposed to literature with global themes. The alternative hypothesis stated that fourth-grade students who were exposed to culturally significant global children's would

show a significant growth in intercultural sensitivity compared to fourth-grade students who were exposed to literature without global themes.

The qualitative data for this study were gathered throughout the participants' engagement in literature circles. Specific methods used to gather these qualitative data and a more detailed discussion of the collection methods for the quantitative data are given in chapter 3.

In addition to providing the participants with enjoyable aesthetic reading transactions and pleasurable participation in literature circle discussions with their peers, it was the expectation that this study, utilizing globally significant children's literature, would also enhance teachers' understanding of how they can, as practitioners, successfully develop students' understanding of the world in which they live.

Purpose of the Study

The purpose of this study was twofold: (a) to measure the growth of global attitudes and intercultural sensitivity that fourth-grade students develop through reading and discussing globally significant children's literature, and (b) to understand and describe the global attitudes and perspectives that fourth-grade students develop through reading and discussing globally significant children's literature. Several qualitative studies have been conducted that used children's literature as a way to increase cultural and global knowledge (Dressel, 2005; Gaskins, 1996; Kuperus, 1992; Louie, 2006; Pyterek, 2006; Rogers & Mosley, 2006; Sipe, 2000).

Louie (2006, p. 438) set out to "enhance students' understanding and enjoyment of stories about diverse cultural groups." Using a qualitative approach and multicultural

literature with a group of fourth graders, Louie (2006) was able to see an increase in students' empathy and understanding of the Chinese culture. Pyterek (2006) used a project approach rooted in constructivist theory to help kindergarten students gain cultural understandings of the Native American culture. Kuperus' (1992) action research study showed the use of multicultural children's literature positively affected the cultural understandings and attitudes of the third-grade students. Rogers and Mosley (2006) conducted a qualitative study that used literature to help second graders understand the critical components of racial literacy in the classroom.

Not only has research shown children's literature to be an effective tool in teaching about various cultural groups, research has also shown that students make personal connections to the children's literature in which they are exposed. These personal connections can be connections to their own lives, connections to other stories they have read or heard, or connections to world events that have affected them.

Sipe (2000) conducted a descriptive, qualitative study in the constructivist paradigm that examined second graders' oral responses to picture books that were read aloud in the classroom. Sipe found five specific types of responses, one of which was aesthetic. The aesthetic response is what this study wanted to build upon in order to increase cultural understanding and empathy.

Dressel (2005) conducted a qualitative study that examined writing samples of eighth graders during a multicultural literature unit and found that the students' dialogue journals indicated the students had become personally involved in the stories they were reading. These students made comments in their dialogue journals that revealed personal

connections to the multicultural themes in the stories being read. Dressel referred to the experience as an *aesthetic transaction*, a concept in Rosenblatt's (1995) transactional theory of reading and writing.

Qualitative studies are not the only studies that have been able to show students having personal interactions with text. A mixed-method study was conducted by Gaskins (1996) that supported these personal interactions with text. Gaskins studied eighth-grade students' emotional involvement in relation to their understanding of text. Gaskins found, in both the qualitative and quantitative data, the participants' emotional involvement with the text did have an impact on their interpretation of the text. The studies briefly addressed in this section will be discussed in depth as a part of the literature review for chapter 2.

Based on these research studies and an in-depth review of the literature, it was hypothesized that participants would acquire more positive global attitudes and gain broader perspectives on people different from themselves as a result of this study.

Theoretical Framework

Reading is at the core of education. Adults begin the process of teaching students to read at very early ages by simply reading to them. Once students enter America's public education system, they are expected to read predictable text by the end of kindergarten. Children continue to develop and learn to read progressively more difficult text as they proceed throughout the grade levels. This exposure to reading and books is typical in America's classrooms. Even students who have difficulty reading the written word can enjoy the wonder and message of a book simply by listening to it be read aloud

to them. There was no reason why these messages could not be related to the learning themes and attitudes being promoted at the study location.

Rosenblatt's (1991, 1995) transactional theory of reading and writing with an *aesthetic stance* is suggested as one way to incorporate global learning into the elementary classroom. Aesthetic learning is sensitive and recognizes and appreciates the message being shared. Rosenblatt's theory incorporates the teachings of constructivist theorists into students' transactions with text and promotes an aesthetic stance to broaden the knowledge and perspectives of students. The international programs reviewed by the school staff at the research school all supported constructivist learning as a part of global education model. The writings of Marzano (1988, 1992, 2003), Dewey (1916, 1918), Piaget (1976, 1978), and Bruner (1986, 1996) support the idea that in the classroom, the teacher must give support to the children, and introduce perspectives to the students that they may have not considered. Most elementary children have not been introduced to varying cultural perspectives due to their young age. Inquiry into these new perspectives is the best way for students to retain information and use higher level thinking skills (Bruner, 1986, 1996; Dewey, 1916, 1918; Marzano, 1988, 1992, 2003; Piaget, 1976, 1978). Such inquiry leads to a wider understanding of the world around them. Henceforth, students become globally aware using inquiry through aesthetic transactions with children's literature in the classroom (Rosenblatt, 1991, 1995).

Rosenblatt's (1991, 1995) transactional theory of reading and writing describes human beings as part of nature, continuously in transaction with their environment. For this reason, every reading act is transactional involving the reader along with his or her

past experiences and the text at a particular time and in a particular context. The meaning of what is being read is not already there on the page or in the reader's mind. The meaning occurs when the transaction takes place between the reader and the text. In other words, the text is simply marks on a page until a reader transacts with it.

Many things affect the meaning that a reader creates from text; past experiences with language, past experiences with text, the reader's present situation, the reader's interests, and the reader's cultural, personal, and social history. Through a very complex interaction, the text and the reader form meaning from the words on the page. Because of this complexity, many levels of understanding can be created by the reader. These levels of understanding have been addressed in research. It was important to this study and its purpose to keep the idea of transaction between the reader and text in its simplest form. There is a reciprocity that reader and text share.

Rosenblatt (1991, 1995) made a clear difference between two types of stances that can occur during a reading event, the *efferent stance* and the aesthetic stance. The efferent stance focuses on what is to be extracted from and retained after the reading event. It refers to the connotative meaning of the text, the logical, factual, and quantitative aspects of meaning. In the elementary classroom, this connotative interaction occurs when students are asked to read from a textbook, such as science or social studies, and answer specific questions afterward. This type of recall is considered to be only at the simplest level of knowledge acquisition based on constructivist ideas (Bruner, 1986 & 1996; Dewey, 1916 & 1918; Piaget, 1976 & 1978). Efferent reading events alone do not meet

the needs of a global education program. Efferent reading only addresses the surface knowledge the school wishes for students to learn about the world.

The aesthetic stance is one in which deeper thinking and connections are made between reader and text. The term aesthetic evokes feeling and personal connection. It was chosen by Rosenblatt for these reasons. This stance involves the denotative meaning of the text, the affective, emotive, and the qualitative aspects of meaning. For an aesthetic transaction to occur between the reader and the text, the reader comes to the reading event with an attitude of readiness to focus on what is being lived through during the reading event (Rosenblatt, 1995). As previously stated, students came to the study school as a choice, which supported their readiness to learn about the global themes and attitudes that are part of the school's program. An aesthetic reading event welcomes the readers' past experiences, feelings, and ideas that are a part of past psychological events involving the text on the page (Rosenblatt, 1995).

While the two stances can be easily divided, both can occur during the same reading event. It is possible to retain factual knowledge and evoke the aesthetic meaning from text as well (Rosenblatt, 1991, 1995). All people can share and retain equivalent efferent meanings from text. However, no two people can create the exact same aesthetic meanings from the text. Each reader experiences their own personal aesthetic transaction with text. (Rosenblatt, 1991, 1995).

Rosenblatt (1991, 1995) explained that students' writing can take on an efferent or *aesthetic* stance. In aesthetic writing, the transaction that took place during the reading event must be communicated to other readers with different past experiences. For the

purpose of this study, it was important to point out that readers become writers when they create a written response to text. This study incorporated an evaluation of the participants' written responses to reading for aesthetic qualities.

Rosenblatt (1991, 1995) supported the idea that shared interpretations of text were vital to the development of the understanding of texts. Rosenblatt stated that group interchange about differing transactions from texts is critical to reader development. It was for this reason that literature circles were used as part of this research study. The students were able to share their aesthetic experiences with the same text with each other and discuss their similarities and differences. By presenting dissimilar viewpoints, readers begin to expand their knowledge and acceptance that others can have ideas that are different from their own, but which could also be right. Accepting that others have different ideas that can also be right is part of the PYP mission (IBO, 2007). This position was also a part of what the study school wanted to develop in its learners.

Rosenblatt (1991, 1995) consistently referred to the works of constructivists such as Dewey, Marzano, Piaget, and Bruner in discussions of reading process and development. Constructivist theory is also a significant part of the PYP, which was the model for the global curriculum at the research site. The basis of this research study was also connected to constructivist theory. It was assumed that participants would construct meaning about global issues and attitudes from their transactions with text. The participants would have both efferent and aesthetic transactions. Constructivist learning theory was an important part of Rosenblatt's transactional theory of reading and writing,

therefore, theorists such as Marzano (1988, 1992, 2003), Dewey (1916, 1918), Piaget (1976, 1978), and Bruner (1986, 1996) were referred to in this research as well.

Marzano (1988, 1992, 2003) stated that for true quality learning to occur, one must begin with a goal in mind. The goal for the teachers and students at the research school was global understanding. Since the research site was a school of choice, the goal was known by those who chose to attend and those who chose to teach there. Marzano (1988, 1992, 2003) offered a model of the levels of knowledge acquisition. As previously stated, the goal of all global education programs should be to help students reach higher levels of understanding of global issues and not just the surface factual knowledge. Rosenblatt supported the idea that aesthetic reading transactions can lead to higher levels of understanding than efferent reading transactions.

Schools must provide genuine situations in order for learning to occur (Dewey, 1916). A genuine situation is one that would naturally take place. This type of situation is not contrived. Reading is a genuine situation that occurs in all elementary schools. Teachers read to their students. Students read and respond in a variety of ways. Exposure to learning situations that involve a variety of cultural traditions and global themes was a genuine and very normal experience at the research school. The students who attended the school were in daily contact with many people from a variety of cultures and they participated in lessons designed to learn about the world. Reading and responding to globally themed text was a genuine situation for the participants and set them up for learning to occur as Dewey (1916) stated.

The transactional theory of reading also allows students to draw upon their own experiences to create meaning from text. Constructivists believe that this is the most effective way to teach (Bruner, 1986, 1996; Dewey, 1916, 1918; Piaget, 1976, 1978). After students have engaged in transactions with texts, higher levels of understanding come from a "transformation" in the reader (Hadaway & McKenna, 2007, p. 171). This higher level of understanding is supported by Rosenblatt's (1991, 1995) transactional theory and Dewey's (1916) theories of experiential learning. At this point, students move from knowing about a situation to being willing to take positive actions to address the situation. It is at this stage of global learning that students and teachers go beyond personal and academic learning. They now begin to develop intrinsic characteristics such as social empathy and awareness of social injustices taking place around the world (Hadaway & McKenna, 2007). These deeper understandings are ones that students will take with them after the lesson is over. These deeper understandings were the essence of the research school's mission and vision to create productive citizens of the world.

All good educational aims must be founded upon intrinsic activities (Dewey, 1916, 1918). Intrinsic activities are ones that happen within oneself. These activities are specific to one person. Aesthetic transactions, or positive feelings, occur intrinsically. Students at the research site began with a need or intrinsic want to learn about others who were different from themselves; otherwise they would not have been attending the school. However, one can not know of this intrinsic learning until readers speak about or write about the intrinsic transactions that have occurred (Rosenblatt, 1991, 1995) which was another reason the literature circle model was used for this research.

Meaning making involves encounters with the world and culture in which these meanings are created (Bruner, 1986). This statement supports what Rosenblatt presented as part of her transactional theory. Readers bring their world and cultural encounters with them as they transact with text. In the case of this research study, the students brought the culture of their school to the creation of meaning from the text. The culture of this school was one that should have incorporated the global attitudes and learning themes that had been adopted. Growth in the understanding of the global attitudes and sensitivity to the learning themes of the research school was what I intended to measure.

According to the works of Piaget (1976, 1978), Dewey (1916, 1918), Bruner (1986, 1996), and Marzano (1988, 1992, 2003), inquiry is seen as a way for students to learn and retain knowledge. By pulling from prior knowledge of their cultures and relating it to new information about other countries and cultures, students should be able to learn about global issues and how they are connected to these issues. Teachers should be able to use inquiry through global literature to create a global environment in their elementary classrooms where students see beyond their classroom walls, their school, their city, and beyond their country. Students can be taught about how people are all connected through common ideas and needs that are consistent throughout all cultures while reading about these themes. The supposition of this study was that educators can create successful and much needed global awareness programs at the elementary level by examining global issues through constructivist pedagogy and aesthetic transactions with globally significant text.

Bennett's (1993) DMIS was a framework for the increase in cultural sensitivity of this study's participants. This model has six stages. The first three stages of intercultural sensitivity are considered *ethnocentric*, meaning "assuming that the worldview of one's own culture is central to all reality" (Bennett, 1993, p. 30). The first and purest form of these ethnocentric stages is denial. People at the first ethnocentric stage simply deny that there exists any difference or diversity of culture. At this stage, people either isolate themselves or separate themselves from others. Students isolate themselves as part of a homogeneous group, whether it is in their town, state, or nation, when students use label such as being a part of the "smart class" or when studying Africa, only "black people live there" (Bennett, 1993, p. 31). Separation includes the distinction of differences and the creation of strong barriers. Racially distinct neighborhoods are examples of such separation. Religious, economic, and political groups tend to create strong barriers. For students at the stage of denial, activities that emphasize cultural awareness are the best techniques to begin growth into the next stage of development. These activities would include learning about cultural dances, food, music, and costumes from other countries (Bennett, 1993, p. 34).

The second ethnocentric stage is defense. In this stage people feel the need to defend their own culture because they feel threatened in some way. People at this stage may negatively stereotype others (Bennett, 1993). They may also place their own cultural status as superior to the cultural status of others. Cultural differences at this stage that are considered threatening are simply placed at a lower-status position than one's own.

Conversely, people at this stage may denigrate their own culture and assume that a different culture is superior to their own.

The third ethnocentric stage is minimization (Bennett, 1993). At this stage, cultural difference is overtly acknowledged and is not negatively evaluated. Cultural difference at this stage is simply trivialized. This stage posits that despite differences, all people are the same. Believing that "we are all God's children" is a clear example of this stage (Bennett, 1993, p. 45). It concludes that all people are the creation of the same single entity. In this stage cultural differences are acknowledged but seen as "part of the plan" (Bennett, 1993, p. 45). At this stage, it is beneficial to bring in people from other cultures as resource persons. Simulations and reports of personal experience are effective ways to move beyond this stage of intercultural development.

Stages four through six of Bennett's model are considered to be *ethnorelative* (Bennett, 1993). This is because at this point of intercultural development, one's own culture is realized as no more central to reality than any other culture. Acceptance is the beginning of this phase of development; it acknowledges and respects cultural differences. The easiest form of acceptance is seen in the acceptance of behavioral differences, such as language. People at this stage begin to recognize differences in communication style. An easy example of this includes differences in greeting rituals. Instead of igniting animosity, these customs will ignite curiosity. Learning communication styles other than one's own is a part of this phase of development.

Respect for differences in cultural values is part of acceptance as well (Bennett, 1993). At this stage, there is acceptance of the different world views that underpin

cultural variations in behavior. At the acceptance stage, one gains cultural self-awareness. By accepting one's own culture, people are able to recognize that the values of other cultures are worthy of understanding and respect, but do not necessarily demand agreement.

Adaptation is the next stage. At this stage, skills for relating and communicating with people of other cultures are enhanced. New skills appropriate to a different world view are acquired without giving up one's original world view. The key to this stage is the realization that "one does not have culture, one engages in it" (Bennett, 1993, p. 52). Adaptation involves empathy and pluralism. Empathy means to experience some aspect of reality different from your own through communication. Empathetic responses acknowledge and respect possible cultural differences. Pluralism involves the internalization by an individual of two or more fairly complete cultural frames of reference. A person at this stage understands that respect for differences is synonymous with respect for self. Bennett stated that people at this stage generally know how to orchestrate their own learning (Bennett, 1993). Bennett's (1993) stage of adaptation coincides with constructivist thought and theory (Bruner, 1986, 1996; Dewey, 1916, 1918; Piaget, 1976, 1978). This stage of intercultural sensitivity supports the global learning goals of the site school.

The final stage in Bennett's (1993) DMIS is integration. It involves the ability to analyze and evaluate situations from one or more chosen cultural perspectives. In this study, the students' discussions and written responses were evaluated for evidence of progression through the stages of Bennett's (1993) DMIS.

A mixed-methodology was used in this study. Quantitative data allowed for a measure of the statistical growth of the participants' intercultural sensitivity and global attitudes. Qualitative data allowed for a rich description of how the participants developed this growth and what types of discussion took place between the participants in the study. A detailed analysis of the transcripts from the literature circle discussions and thorough review of the reading response journals allowed the observation of the use of vocabulary or whole ideas that related to the various stages of Bennett's (1993) DMIS. Using a mixed-methodology also allowed for triangulation of the data in order to validate the findings.

<div align="center">Operational Definitions</div>

Global education is an ambiguous term. Much of the literature written on the topic of global education makes sure to point out that there are indeed many different definitions for this term. Merryfield, Jarchow, and Pickert (1997) explained that global education is a flexible term that is defined to fit the purpose of those using it. While these definition variations can change how educators perceive their mission in the area of global education, for the purposes of this study, global education was defined to meet the vision and mission of the elementary school where the study took place. For this study, the following definitions of terms serve to clarify points made throughout each chapter:

Global Attitudes: Global attitudes refer to the global attitudes adopted by the research school. These attitudes include: (a) Empathy, (b) Cooperation, (c) Gratitude, (d) Integrity, (e) Respect, (f) Confidence, (g) Responsibility, (h) Reflection, (i) Tolerance, (j) Enthusiasm, and (k) Creativity (Westerville City Schools, 2010).

Global Education: The term global education is defined according the PYP (IBO, 2007). It is defined as using higher order thinking skills to study issues of global concern, the exploration of the different dimensions of the human condition, and the meaning and importance of culture, beginning with one's own and leading to that of others (IBO, 2007).

Global Learning Themes: The global learning themes referred to in this study were those adopted by the site school. These global learning themes include (a) Empathetic Activism, (b) Cultural Expression, (c) Environmental Interdependence, (d) Interpersonal Interactions, (e) Conflict Resolution/Social Justice, (f) Geographical Global Awareness, and (g) Organizational Structures (Westerville City Schools, 2010).

Globally Significant Children's Literature: Hadaway and McKenna (2007) offered a distinct explanation of what was meant by this term as it related to the NBGS (IRA, 2009) booklist which was used in this study. Global literature represents literature "that honors and celebrates diversity, both within and outside the United States, in terms of culture, race, ethnicity, language, religion, social and economic status, sexual orientation, and physical and intellectual ability" (Hadaway and McKenna, 2007, p. 5).

Intercultural Sensitivity: This piece of research used the term intercultural sensitivity defined as "the construction of reality as increasingly capable of accommodating cultural difference that constitutes development" (Bennett, 1993, p. 24). This term refers to the understanding of the many cultures of the world including one's own. Intercultural sensitivity has many stages as described by Bennett's (1993) DMIS.

Literature Circles: In literature circles, small groups of students gather to discuss a piece of literature in depth (Noe & Johnson, 1999). The discussion during this study was guided by the students' responses to what they had read. Students were engaged in critical thinking and reflection as they read, discussed, and responded to books. While student-centered, I provided effective structure and scaffolding for the literature circles. Too little structure is one of the reasons literature circles fail (Noe & Johnson, 1999). However, these groups needed be flexible and fluid, allowing them to be guided primarily by students' insights and questions. In this study, literature circles were synonymous with book clubs.

Scope and Delimitations of the Study

This study confined itself to surveying and observing fourth-grade students at the research site. Although the a small number of participants and the special focus of the school may question validity, the use of strategies suggested by Creswell (2003), Hatch (2002), Stake (1995), and Merriam (1998) add to the credibility of the findings.

Only one teacher delivered the treatment to the participants in this study, which deterred any problems with consistency. One of the weaknesses of this study was the lack of guidance available on how to use the transformative vision to guide the methods being used (Creswell, 2003). Triangulation of the gathered data was a necessity in order to enhance the accuracy of the qualitative findings (Creswell, 2003; Hatch, 2002; Stake, 1995). Since no two investigators interpret qualitative data in exactly the same way, choosing several reviewers was important in the triangulation of the data (Stake, 1995). Contrary perspectives were discussed to add credibility. Creswell (2003), Hatch (2002),

Stake (1995), and Merriam (1998) support using a peer to review the study in order to substantiate the findings. Besides peer review, member checking was also used. "Rich, thick description" was used to transport the reader into the research setting and make them a part of the study (Creswell, 2003, p. 196). Creswell (2003), Hatch (2002), Merriam (1998), and Stake (1995) suggest that honest reflection by the researcher helps shed light on bias that the researcher brings to the study. I spent extended time at the research site with the participants to gain a comprehensive understanding of them and their setting.

Assumptions

Based on the reviewed research, it was assumed that the use of significant global children's literature, identified by the IRA (2009), would create aesthetic transactions that positively affect fourth-grade students' intercultural sensitivity and global attitudes.

Limitations

The results of the study cannot be generalized to other populations because of the special cultural focus already in place at the research site and the small sample of students who participated in the study.

Significance of Research

The implications for social change promoted by this study are significant. By helping students to reach the highest tiers of Bennett's (1993) DMIS, teachers are taking part in the creation of people who could be future cultural mediators. Cultural knowledge and understanding could help to prevent cultural misunderstandings that cripple the relationships of peoples throughout the world. Teachers will have to lead the way into

this new era of global education by creating inquiry-based classrooms that embrace the use of literature in their inquiries about global issues. Inquiry is not the norm (Weinbaum, Allen, Blythe, Seidel & Rubin, 2004), however, and it will take leaders to forge ahead with positive and effective strategies to make inquiry a comfortable part of classrooms throughout the world. Bassett (2005) made it clear that students who are well-educated for the 21st century will be fluent in leadership. Knowing the expectations for generations of the 21st century and the need for a global mindset, teachers and administrators need to make it their responsibility and priority to prepare students for success in the future. The constituency should be concerned with promoting a global mindset in order to keep the USA on an equal playing field politically and economically with other countries. Creating this tolerant mindset in elementary students can have a positive impact on the relationships of the diverse cultures of the future generations in the world.

The problem of how to best teach global attitudes and themes impacts the students at the research school and their families because this was a school of choice for them. Parents entered the students in a lottery to attend this particular school with hope that their children would benefit from its special focus, which was cultural understanding and global knowledge. It was a problem that needed to be addressed in order for this school to succeed in its mission of global education.

This study contributes to the body of knowledge needed to address the problem of how to best develop a global mindset in elementary age children by identifying the use of globally significant children's literature as one technique that could be used with elementary students to increase their global knowledge.

Summary

This research supported the use of globally significant children's literature as a way to facilitate the global education taking place at the research school. Aesthetic transactions occurring with global issues presented in the text is one way to promote this knowledge of diverse cultures and the issues described in the definition of global education (Dressel, 2005; Kurkjian & Livingston, 2007; Lobron & Selman, 2007; Louie, 2005; Singer & Shagoury, 2006; Willis & Harris, 2000).

In summary, this study incorporated a mixed-method approach to examine the growth in the participants' intercultural sensitivity and understanding of global attitudes. Quantitative data were used to show statistical growth in intercultural sensitivity and global attitudes of the participants and qualitative data were used to support the statistical findings. Qualitative data were used to add depth to the findings and describe how the participants gained their understandings and shared this knowledge with others during their participation in literature circles utilizing globally significant children's literature.

Chapter 2 provides a literary framework for understanding the ideas referenced in this study and an overview of the studies that have been conducted related to these topics. The literature review provides an explanation of the research surrounding global and international education, racial and cultural bias, Bennett's (1993) DMIS, inquiry and constructivism, and using children's literature to promote global knowledge. Chapter 3 provides a detailed description of the methods and procedures used in the study. Chapter 4 yields the qualitative and quantitative results for the study. Chapter 5 communicates a

detailed summary of the study as a whole, provides recommendations action, and for

further study.

CHAPTER 2: LITERATURE REVIEW

Introduction

Since this research involved a mixed-method approach, it was important to integrate qualitative and quantitative research literature into the review of literature (Creswell, 2003; Hatch, 2002; Stake, 1995). Not only does the literature review help to frame the research conducted, it also serves as a platform from which to advance the exploration of the literature and expand the ideas of previous research studies with a similar topic.

This study was unique in that it involved very specific international children's literature and it was not focused on learning about one particular cultural group, but cultural values that transcend boundaries between groups and countries. The purpose of the review is to show a progression from multicultural themes to the need for international themes in elementary schools in order to promote global attitudes and intercultural sensitivity in America's youngest students.

A thorough search of related research literature was done using ERIC data files, the Academic Search Premier database, Proquest files, and files accessible through the IRA database. While reading the research articles, notice was taken of the citations listed in the reference section of these articles and more database searches led to a plethora of information pertaining to the research topic of global education. Key words and phrases used in the searches were (a) international education, (b) children's literature, (c) global education, (d) transactional theory of reading and writing, (e) culture studies, (f) elementary global education, (g) constructivist learning, (h) inquiry-based learning, (i)

racial tolerance, and (j) intercultural sensitivity. Direct searches were done using names

of theorists, researchers, and organizations involved in global learning and literature

learning as well. Key names used during these searches were (a) Rosenblatt, (b) Bennett,

and (c) IBO. The examination of references from research articles found during the

search for literature also led to the findings of texts that were able to aid in the design of

this study and review of the literature. Over 200 documents, including books and research

articles, were scanned to inform this study. Approximately 33 research studies were

included in the literature review as being relevant to the research conducted as a part of

this study. Other literature based on reading theory, international education reform, global

education programs, and educational statistics was selected to be included as well.

Information from these sources supports the background of the problem and the

theoretical framework for the study. Literature specifically related to elementary global

education research that addressed specific teaching strategies was not easy to find. This

study adds to the research literature that aids practicing elementary classroom teachers in

their quest to globally educate America's youngest learners with hope of a vibrant future

for the USA.

   The children's literature selected for this study was carefully chosen to include

cultural groups within the USA and those in countries other than the USA. All titles were

selected from a list compiled by the NBGS, a special interest group of the IRA (2009)

that began in 1995. This IRA group chooses 25 outstanding fiction, nonfiction, and

poetry trade books each year for students in grades K-12 that help promote understanding

of cultures and people all over the world. The hope of the NBGS committee is that

students will be able to gain an understanding of their peers throughout the world and appreciate the similarities and differences that occur between the various groups being read about. In reviewing the literature for this study it was important to note that most of the literature written about in similar studies involved the use of multicultural literature and failed to move beyond knowledge of cultural groups outside of America's borders.

Global and International Education

Beyond the need for multicultural education involving America's diverse ethnic make-up, students in today's classrooms need knowledge of their international counterparts as well. This interest in global studies is not something new. Hicks (2003) stated that specific educational interest in world matters dates back decades. Hicks summarized the programs and endeavors to promote global learning that have occurred throughout the past 30 years. The purpose of this summary was to remind modern-day practitioners of the history and key elements of global education that have been developed by global educators over the past thirty years. Hicks stressed that current global educators need to remember the past in order to aid in their current endeavors to shape global learning. Emphasis was placed on the fact that it is not just about the quantity of global work that goes on in the classroom. More importantly, it is about the quality of that global work.

Levine (2005, p. 1) stated that "our schools are doing a woeful job of teaching students about the world outside America's borders and that 25 percent of our college bound high school students can not name the ocean between California and Asia." If international knowledge is needed for the job market in the 21st century, America is not

growing in the right direction. Levine went on to say that teachers are not prepared to

teach about the world which puts an entire generation lacking in the knowledge they will

need for the job market and this puts the USA at a distinct disadvantage. Levine agreed

with Kagan and Stewart (2005) in that there is no reason that including the international

dimensions of traditional subject areas can not be done. "We must spur a sea of change in

our education system" (Levine, p. 6). Levine (2005, p. 6) concluded by saying that "in the

21st century, like it or not, knowledge of the world is no longer a luxury; it is a necessity."

Americans should not be content with the educational responses to the topic of

global awareness that merely add international content to citizenship activities (Davies et

al., 2005). One of the strongest characteristic features of global education is the emphasis

put upon school and classroom climate (Davies et al., 2005). The traditional approach of

factual knowledge must be replaced by a reformist approach that deals with real life

situations that directly affect children. Issues and action are vitally important in a global

classroom. Davies et al. (2005) urge educators to understand the great need for

techniques to bring a global aspect to the classroom that goes beyond token language

learning and pen pals.

Hayward and Siaya (2001) reported on two national surveys conducted by the

American Council on Education about international education whose results supported

that America does want to be knowledgeable about the world and be an integral part of

the global marketplace. The thirst for global knowledge was supported by the fact that

50% of adults and students who were surveyed had traveled across America's borders.

The necessity for global education in America was supported by the fact that 80% of the

respondents felt the USA should be involved in world affairs. While there was great

support for and belief in international education, only 17 % of the survey respondents

claimed to speak a foreign language fluently and a majority of students surveyed said

they did not desire to study abroad. Foreign language fluency was one characteristic that

the respondents did say should be mandatory in a secondary and higher education

program and institutions of higher learning do not require travel abroad. The results of

the surveys reviewed by Hayward and Siaya (2001) showed an overwhelming

recognition of the need for international knowledge, skills, and experiences. However,

Hayward and Siaya (2001) made it clear that this heightened interest in global studies did

not translate to greater global knowledge. The USA still has a lot of work to do in order

to create an educational system that will meet the needs of the members of the global

society. These survey results addressed education at the secondary and college level.

Adding the elementary dimension to these surveys would be beneficial to the American

educational system. The fact that the elementary education was not included as part of the

surveys, shows how the elementary dimension is missing when international education is

being discussed.

Tye (2003) conducted a qualitative survey of global curricula and offered

educators some suggestions for connecting their students and themselves to the world. He

received responses from 52 out of 100 participants. Tye's (2003, p. 165) definition of a

global curriculum consisted of "learning about those problems and issues which cut

across national boundaries and about the interconnectedness of systems-cultural,

ecological, economic, political, and technological." It involved (a) learning to understand

and appreciate people who have different cultural backgrounds from ours, (b) to see the world through the eyes and minds of others, and (c) to realize that other peoples of the world need and want much the same things. Fourteen nations surveyed suggested that global education was a significant factor in schooling. Tye went on to offer specific examples of global education reform movements in various countries. Inquiry-based instruction was mentioned as a target of global education programs around the world. Only the USA was not well represented in this survey. It appeared, according to Tye, the USA was behind in this area. Tye called for American schools to seek dialogue with global educators around the world in order to promote global education in the USA.

Dialogue with the IBO has occurred with several middle and high schools within America. The IBO encourages going beyond the study of flags, foods and festivals to learn about various cultures in the world. It has a strong emphasis on classroom climate as a way of creating a global environment. The IBO PYP is an elementary educational program whose mission is to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect (IBO, 2007). Becoming part of the PYP takes several years and much preparation. It also takes planning on the part of the teachers involved using best practices in teaching. Inquiry is a strategy that this organization deems most successful in order to achieve their mission.

Cafo and Somuncuo (2000) conducted a survey involving students, teachers and administrators at primary, secondary and higher education levels in Ankara to determine global values that should be included in a character education program and then

implemented a model for schools to follow. They chose to conduct the survey with hopes

of determining the values that should be taught to students in order to help create the

global individual. The standards of an effective global program were determined to be (a)

respect, (b) trust, (c) empathy, (d) responsibility, (e) honesty, (f) tolerance, (g) critical

thinking, (h) communication, (i) cooperation (Cafo & Somuncuo, 2000). Individual

transformation was the main goal of the study, but it promoted the cooperation and

teamwork of the school family in order to help create the individual transformation in

each person involved; students, teachers, and administrators. The results of the

implementation of the program showed (a) positive changes in teacher and student

behavior, (b) an increase in sense of belonging for both groups, (c) participants became

more open to criticism, (d) open discussion occurred about problems and solutions were

sought together, (e) communication improved, and (f) respect grew within the school

(Cafo & Somuncuo, 2000).

Dr. Mavrikos-Adamou (2003, p. 2) offers an explanation on "how multicultural

education might be used as a vehicle for changing attitudes and perceptions held on the

part of citizens." Mavrikos-Adamou goes on to define multiculturalism as "the realization

and awareness that we are living in a multicultural, interdependent, global world that

necessitates us to understand and comprehend peoples of other cultures, religions, and

political systems so that we can be effective members of our own society" (2003, p. 3).

Mavrikos-Adamou agrees with Marzano (1988, 1992, 2003) that the first phase of reform

is the selection of materials, or the curriculum. Inquiry is seen as a technique to promote a

multicultural curriculum and a student-centered pedagogy is a prime component of a

successful global program (Mavrikos-Adamou, 2003). Mavrikos-Adamou states that the ultimate goals of multicultural education are to enhance critical thinking skills and to improve communication skills. This global curriculum aids kids in broadening their educational experiences and placing their personal experiences in a global context. Overall, she supports a switch to multicultural education in the context of promoting the creation of global citizens who understand the world, themselves, and others in it.

<div align="center">Racial and Cultural Bias</div>

Education has responded to the changing ethnic populations of the USA by heavily promoting multicultural education in schools from preschool on. In the USA "forty three percent of public school students were considered to be part of a racial or ethnic minority group in 2004" (U.S. Department of Education, 2006, p. 32). This large number is cause to promote cultural understanding in all American schools, but especially elementary schools. There have been several studies that have found group biases occurring by age three or four and racial stereotyping occurring soon after (Aboud, 2003; Pfeifer et al., 2007). From this information, it seems only logical to begin multicultural and global citizenship education at an early age to lessen these biases and improve the world community. Studies show that by taking the perspective of others and gaining a perspective of cultures different than your own, stereotyping can be greatly reduced (Galinsky & Moskowitz, 2000).

Aboud (2003) used the Preschool Racial Attitude Measure, or PRAM, and the Multi-response Racial Attitude Measure, or MRA, to conduct two studies involving two groups of children, aged 4-7, to find out if favoritism occurred within homogenous and

mixed-race groups of preschool children. Aboud (2003) discovered that in-group favoritism and out-group prejudice did occur in racially homogenous groups of preschool children and was more prevalent than in mixed race preschool groups. The out-group prejudice in the homogenous group was not as significant as that of in-group favoritism. This in-group favoritism was more prevalent with the younger participants and the out-group prejudice became more significant with the older participants.

Aboud (2003) made it clear that the results of this study completed in Canada could be more extreme if replicated in the USA. Noting that exposure to American television may affect the results. Students in the homogenous group could be more knowledgeable about races and cultures different from their own due to exposure to this information as they watch television.

Aboud's (2003) findings were important to this research study, in that the population of the research study school was 75.6% White, 7.7% Black, 4.5% Hispanic, and 8.6% Multiracial. Students at the research school were not homogenous. The enrollment was made up of majority races, White being the most predominant. It makes sense to think that in-group favoritism and out-group prejudice could occur at the research school in this study similar to what Aboud discovered. The goal of the research school was to combat these behaviors with their students who were elementary aged. If the American school system does not address these behaviors until high school and college, there may be less of a chance to curb the natural tendencies to have in group favoritisms and out group prejudices that occur as children develop.

Pfeifer et al. (2007) conducted a study involving a group of 392 second-grade and fourth-grade students in New York City. The participants were from five ethnic groups: (a) White and Black Americans, (b) recent immigrants from China, (c) the Dominican Republic, and (d) Russia. The study found no convincing evidence of negative feelings toward out groups from these participants. In fact, a strong correlation was found between the students' connections to their social identity and their acceptance of others in various groups who may be experiencing the same social situations in life as them.

This study was yet another affirmation of what the research site was trying to accomplish with their elementary aged children. Students were encouraged to make strong connections to their ethnic identity. This may be beneficial when trying to create a respect for other ethnic groups who may have experienced a similar history. The study conducted by Pfeifer, et al. (2007) would support my premise that fourth-grade children with strong connections to their own ethnic identity would be more open to learning about and understanding other ethnic groups.

Galinsky et al. (2005) conducted a three year study involving a group of multiethnic rural and suburban third-grade students from two schools who received two different health education programs. These researchers stated poor social skills were developed at a young age and did contribute to long term social problems and negative peer relationships. The intention of the mentioned study was to explore the results of the use of a specific health education program to help reduce negative social behaviors in young children. Social competence is core to global studies. Students must have their own appropriate social competency in order to accept social structures different from

their own (Galinsky et al., 2005). This can be supported by Bennett's (1997) DMIS in that one can not develop intercultural sensitivity to its full extent until they understand themselves and their own social knowledge.

The study conducted by Galinsky et al. (2005) involved looking at how students developed socially and how they handled negative feelings and aggressive behaviors toward others. Both groups of participants received instruction using the Making Choices, MC, program and in the third year, the second group used the Making Choices Plus, MC Plus, program. The MC program is a basic health education program focused solely on the student as an individual. The MCP program added a dimension involving teacher and family enhancements which focused on the adults and the student working as a team. Galinsky et al. (2005) found that the use of the MCP program had an effect on the development of students' social skills and that these social skills led to increased social competence and decreased negative feelings in various situations.

Galinsky et al. (2005) explained the same results may not occur with older children or children in urban settings. The important knowledge to be taken from this study was that involving the family and teacher in the growth of social knowledge would be central to helping increase the global social knowledge of the fourth graders involved in this study. The fourth-grade participants in this research study had a suburban background similar to the third-grade participants mentioned here.

As the ethnic population becomes more diversified in America, educators must address the social issues that occur. Knowledge of a variety of cultural groups and social skills that help to create an understanding and unthreatening environment for different

groups of people is a necessity. Starting to create this knowledge at an early age could be the way to combat the social issues that occur between adults of differing ethnic groups. The research literature reported here would support that young children can be affected in positive ways if specific interventions are conducted to promote positive feelings that would aid in the development of their intercultural sensitivity.

The goal of a new global curriculum for the 21st century must be to broaden students' perspectives (Bacon & Kischner, 2002). Michael and Young (2005) state that one of the traits of an inspired school is the deliberate promotion of a sense of inclusion, equality, and global citizenship. Campbell, Masters, and Goolsby (2004) suggest that success with global studies will require educating people, having patience, and establishing a broad support network.

To effectively implement a global program, school staff will need to educate their peers and the community about global education and inquiry-based teaching and learning, have patience with themselves, their students and parents, and establish a broad coalition of support faculty throughout their own community and around the world. For elementary schools to succeed in the venture to produce global citizens, teachers need proper training on how to be global educators. Knowledge of a constructivist pedagogy and inquiry-based instruction is considered one way to accomplish these global education goals.

Bennett's Developmental Model of Intercultural Sensitivity

Mahoney and Schamber (2004) applied Bennett's (1993) DMIS to assess the curriculum of two first-year general college education courses in a mixed-method study. They suggested that in order for students to develop intercultural sensitivity, they needed

to be involved with a curriculum that addressed cognitive and affective needs. Mahoney and Schamber (2004) corroborated with constructivist theory by stating that a curriculum that bombards students with information does not effectively prepare them for real life situations.

Mahoney and Schamber (2004) addressed two research questions: (a) To what extent can a curriculum about comprehending cultural differences improve intercultural sensitivity? (b) To what extent can a curriculum that analyzes and evaluates cultural difference improve students' intercultural sensitivity? They examined two approaches to cultural teaching. The first class read about diversity within the topics of racial, ethnic, and gender identity and wrote an essay in response to these readings. The second group also had readings to complete, but were involved in role playing activities to help them internalize what they were reading. This group also had to complete a small research project to culminate their studies.

Both groups were asked to create a 10 minute writing response before they received any instruction. They were asked to do the same thing after the first intervention and once again at the end of their course. There was no statistically significant difference in intercultural sensitivity measured after the first intervention for both groups, but there was after the second intervention. The quantitative results indicated that a curriculum employing the analysis and evaluation of cultural difference was more effective in improving students' levels of intercultural sensitivity than a curriculum that only employed comprehension of cultural difference. The qualitative results supported and explained the growth that occurred in the students involved in the study based on

Bennett's (1993) DMIS. The intent of this mixed-method study was also to support and explain the quantitative results with the qualitative data.

While this study involved college students, it has implication for the study conducted here. Mahoney and Schamber (2004) found that activities such as role-playing, research, and small group discussion were effective means of addressing student development of intercultural sensitivity. These activities can definitely be used in the fourth-grade classroom at the research site. The activities in this study correlated with what Rosenblatt (1991, 1995) proposes in the transactional theory of reading and writing and the constructivist paradigm. The above study involved transacting with text and writing about it. The students gained intercultural sensitivity through reading, writing and engaging with text at the college level. Mahoney and Shamber (2004) worked with college students who had already formed racial and cultural biases, but were able to show growth in their intercultural sensitivity. These results allude to the idea that younger students who have not yet formed racial and cultural biases may be able to grow even more in intercultural sensitivity. Fourth-grade students are much younger and closer to the age groups described by the research reviewed for this study (Aboud, 2003; Pfeifer et al, 2007). While this serves as support for the study conducted here, the literature used with the fourth graders in this study was not textbook literature. The fourth-grade participants were engaged with globally significant children's literature in the form of chapter books.

Inquiry and Constructivism

Inquiry and constructivism continue to stand out as key components to a successful program that would promote the development of intercultural sensitivity and positive social attitudes. Constructivism is a model of learning that has been researched and supported since the early years of education. It is based on supplying children with genuine learning situations that allow them to formulate their own understanding of a subject as well as apply this knowledge to new situations. Educators know that inquiry, as an effective teaching strategy, is supported by many renowned constructivist educational theorists (Marzano, 2004; Dewey, 1916, 1918; Piaget, 1976, 1978; Bruner, 1986, 1996). In their research, these theorists supported that schools must provide genuine situations in order for learning to occur. Based on the works of Piaget (1976, 1978), Dewey (1916, 1918), Bruner (1986, 1996), and Marzano (1988, 1992, 2003, 2004), inquiry is seen as a way for students to learn and retain knowledge.

Constructivists support that prior knowledge impacts the learning that takes place within a child (Marzano, 1988, 1992, 2003; Dewey, 1916, 1918; Piaget, 1976, 1978; Bruner, 1986, 1996). Constructivist pedagogy supports that exposure to many types of educational opportunities and situations, which can be applied to future experiences, only increases the amount of learning that takes place.

A constructivist classroom places the responsibility of learning on the student and gives the teacher the job of facilitator instead of knowledge giver. A teacher must hand over control of learning to the students. Constructivism promotes an inquiry-based learning forum in which teachers allow students to explore and discover knowledge in

their own way (Marzano, 1988, 1992, 2003; Dewey, 1916, 1918; Piaget, 1976, 1978; Bruner, 1986, 1996).

Constructivism is not new to the educational arena. Constructivist philosophy simply supports that students construct knowledge based on their interactions with the text, their environment, and their discussions with one another about the text.

Transactional Theory: Using Children's Literature to Promote Global Knowledge

Rosenblatt's (1991, 1995) transactional theory of reading and writing supports constructivist learning. This study involved Rosenblatt's transactional theory of reading and writing. As stated in chapter 1, it was hoped that students would have quality transactions with the texts being used in this study that would impact their cultural attitudes and understanding in a positive way.

As stated in the introduction, the purpose of this study was to measure the growth and understanding of the global attitudes and intercultural sensitivity that suburban fourth-grade students learn through reading and discussing globally significant children's literature. Several researchers (Dressel, 2005; Gaskins, 1996; Kuperus, 1992; Louie, 2006; Pyterek, 2006; Rogers & Mosley, 2006; Sipe, 2000) have studied the effect of children's literature on students' understanding of others different from themselves in an effort to promote cultural awareness. This has become more and more important as the world has become more interdependent. The need for a global curriculum is being promoted throughout educational literature at present.

Louie (2006, p. 438) set out to "enhance students' understanding and enjoyment of stories about diverse cultural groups" in an observational case study. Through a

qualitative approach and the use of multicultural literature with a group of high school students, Louie (2006) was able to see an increase in students' empathy and understanding of the Chinese culture. Louie referred to Rosenblatt's (1991, 1995) transactional theory of reading in the theoretical framework for the study. Louie also made note that teachers have a responsibility to help develop and foster these transactions with text at the elementary level. Students need guidance as to how to go beyond the efferent reading that occurs. Louie (2006) observed the emergence of empathy throughout the literature study through reviewing video taped lessons, discussions, and writing samples of the 25 participants. The population of Louie's study was similar to the research study at hand in that 23 of the participants were White and two were Hispanic. White was the majority racial group in both studies. I also reviewed audio taped group discussions and writing samples to discover proof of growth of intercultural sensitivity of the fourth graders in my study. Louie only used a qualitative approach, so there was no statistical data that supported the gains in cultural understanding that occurred throughout the case study. A mixed-methodology was used for this study in order to give a comprehensive description of the results. While Louie (2006) worked with high school students, I believed these techniques could work with fourth graders.

Gaskins (1996) conducted a mixed-method study that tested eighth-grade students' emotional involvement in relation to their understanding of text. Both the qualitative and quantitative data of Gaskin's study, supported the participants' emotional involvement with the text had an impact on their interpretation of the text. Rosenblatt (1991, 1995) was once again referred to in Gaskin's (1996) study. The topic of sports,

however, was not overtly global, but in an introverted way it dealt with a person's ability to work through inner conflict and negative feelings. This ability would be considered one that a global citizen would have to develop according to the research school's mission, vision, and global attitudes. Gaskin's (1996) study would suggest that a person's emotional involvement with the issue being read about has an effect on their comprehension of the story being read. These results impact the findings of this study. Students who were more able to make an emotional connection to the story they were reading were able to reach higher levels of intercultural understanding than their peers who did not have a similar connection to the text.

Gaskin's (1996) mixed-methodology triangulated the findings and was able to show growth using both quantitative and qualitative data, adding to the reliability of the results. Creswell (2003) supports triangulation of data. In this case, the qualitative data developed and informed the quantitative data gathered by Gaskins. This study hoped to do the same using a mixed-methodology.

Dressel (2005) conducted a qualitative study that examined writing samples of eighth graders during a multicultural literature unit. Dressel found students' dialogue journals indicated the students had become personally involved in the stories they were reading. In fact, Dressel referred to the experience as an aesthetic transaction which is a concept that is a part of Rosenblatt's (1991, 1995) transactional theory of reading and writing. Dressel condoned the guidance of teachers to enhance the discussions that occurred in order to help promote understanding of the text. Participants were suburban middle school students with over 95% being White. Before participating in the literature

study, they had already defined the parts of a story: (a) plot, (b) setting, (c) character, (d) point of view, (e) theme, (f) conflict, (g) resolution, and (h) mood. Dressel's (2005) study allowed students to pick from a selection of literature to read. For the purposes of this study, fourth graders were assigned literature that I felt was appropriate for their reading level. Dressel's participants read novels set in the present and the past and included settings in the USA and other countries which were similar to the chapter books used in this study. While Dressel's chosen literature did not come from a prescribed list, it did fit the description of literature needed in order to promote diverse groups of people and to promote discussions among students about the similarities and differences between the settings and the themes of the global literature being used. If the goal of my research was to transcend traditional global knowledge, students needed to look for similar themes that transcended time, culture and geographic location. Dressel (2005) was not able to do this with the eighth-grade participants in this study. The students did not show an increase in their understandings of others. Dressel suggested that the teacher needed to make a clear distinction between the cultural identities of the main characters being read about in order provide a better understanding of those characters. Distinct definitions needed to be shared with the participants in order for them to understand the themes and issues they were reading about (Dressel, 2005). Dressel's (2005) study supported that students need much more experience with text written from perspectives different from their own. Teachers need to develop critical global literacy studies instead of mere multicultural units.

Kuperus (1992) also created an action research study that showed the use of multicultural children's literature positively affected the cultural understandings and attitudes of the third-grade students who participated in the study. A pretest and posttest survey was used to assess attitudes of the students involved. Student journal responses were read and analyzed for evidence of attitude changes as well. Lectures, films, artifacts, and pictures were also used in the study. The primary means for the study were reading and discussing of fiction and nonfiction text. Kuperus did a thorough job of defining the terms used in the study and showing how they were all essentially connected. The study was directly tied to the social studies curriculum, where others lean more toward character education when discussing global attitude growth. Kuperus (1992) put a lot of time into the selection of literature used in the study, but the selection was based on opinion. Whether these selections were quality or not was for the reader to decide. An extensive bibliography was included at the end of the study for others to use as an effective starting point for replication of the study. Kuperus' (1992) study involved most of the books being read aloud to the students and teacher guided discussion about the various ethnic groups and cultures included in the literature. Students who listened to the same books being read aloud participated in small-group discussions. The ethnic groups were not as varied as they could have been with only five groups represented. Many assessments were given in the form of tests for the kids, which could have caused the students to respond in the way they thought they should and not how they really felt. The core lessons revolved around social studies curriculum and not the global attitudes that Kuperus (1992) mentioned at the beginning of the study. The work of Rosenblatt is not

referred to at all in this study and reading is not at the core either. The participants in this study could have made greater gains with a base of reading skills knowledge that would helped them to understand characters, setting, plot, etc. Although, adding nonfiction perspectives to the selection of literature may have helped students to understand the content. While Kuperus (1992) was able to show growth in cultural understanding of the third graders involved in the study, one must question whether the third-grade participants were able to construct a deep understanding within themselves of the global issues that were a part of the literature and whether or not they moved into a new level of Bennett's (1993) DMIS. One might also question if the knowledge stayed with them and manifested itself in other areas of their lives.

Rogers and Mosley (2006) conducted a qualitative study that used literature to help second graders understand racial literacy in the classroom. They discovered that the use of children's literature with racial themes helped the children to understand critical components of racial literacy. Rogers and Mosley (2006) mentioned the need for teacher guidance as students developed their racial knowledge. White and Black students were encouraged to discuss the racial themes within the literature they were reading in whole group and small group sessions. Writing samples were also collected to review and look at as a support of the findings. Taped interviews with students about their racial attitudes and life outside of school were also included as part of the qualitative results. The results indicated that the students began to be aware of their own whiteness and how affected their interactions with text and their peers. This self awareness is a part of Bennett's (1993) DMIS. Students in this study began to understand themselves and acknowledge

that other points of view may be right. The second-grade participants gained intercultural sensitivity through their transactions with text and activities promoting responses to the literature.

Sipe (2000) conducted a descriptive qualitative study situated in the constructivist paradigm that examined first and second graders' oral responses to picture books read aloud in the classroom. Five specific types of responses were discovered, one of which was aesthetic. The aesthetic response is what this study wanted to build upon in order to increase cultural understanding and empathy in the fourth-grade participants. Sipe also based his research on the works of Rosenblatt (1991, 1995). Students in Sipe's (2000) study were able to share a vast amount of aesthetic interactions with the text involved. Literature circles were used to foster discussion among the students in the study with the statement that the "conversational approach" (Sipe, 2000, p. 258) is more effective in promoting aesthetic responses than the traditional approach of direct questioning. Similar to the research conducted for this study, a majority of Sipe's participants, 23 out of 26, were White. Sipe suggested for future research that writing response samples be included in the study. My research included these suggested writing samples.

In Pyterek's (2006) action research study, children's literature was found to be an effective tool in creating authentic understandings of Native North Americans in kindergarten students. Pyterek used a project approach rooted in constructivist theory to help students gain cultural understandings of the Native American culture. The focus of the study was to help the participants be able to identify stereotypes about Native North Americans that were represented in children's literature. Pyterek went to a great lengths

in order to identify literature that contained accurate and authentic information. The NBGS Committee, part of the IRA Children's Literature and Reading Special Interest Group (2009) is a group that reviews books published each year and looks for the authenticity of the information contained in them. This group also looks for books that encourage positive global attitudes and cultural understanding. Pyterek could certainly have used books from this organization in this action research study. While the focus was not specifically to help students gain understanding of a variety of cultures or to gain greater positive global attitudes, positive global attitudes could have been an accidental result of the study.

The design of the qualitative portion of my research study is similar to that of Lohfink's (2006) case study. Therefore, a detailed description of Lohfink's research study is a necessity. Lohfink conducted a qualitative case study that investigated the characteristics of fourth graders as they responded and interacted to postmodern picture books during literature discussion groups. Lohfink's purpose was to understand how postmodern picture books could be used as resources in literature discussion groups of elementary students to promote literacy instruction that encompasses cultural knowledge and beliefs learners bring to any given task. The research questions were:

1. What are the characteristics of fourth graders' oral and written responses to postmodern picture books during literature discussions?

2. How will the fourth graders' responses reflect engagement with the textual characteristics of the postmodern picture books?

3. How will culture be reflected in fourth graders' oral and written responses to postmodern picture books during literature discussion?

Lohfink (2006) collected verbal and written literary responses of five fourth-grade students. Field notes were compiled during literature discussion groups as part of the data collection procedures. Lohfink also interviewed the classroom teacher twice as a part of the data collection methods. Informal interviews with the participants were conducted each week as they walked to and from the location of their sessions. Lohfink began this seven month case study in September 2005 as a participant-observer in a fourth-grade classroom.

Purposeful sampling occurred in this study (Lohfink, 2006). The selection of the participants in this case study was based on convenience of location to the researcher and literature discussion groups that were already established by the classroom teacher. The classroom teacher felt that the group of participants used in the study adequately represented the diversity of the class with regards to socioeconomic level, race, and reading ability. The participants were already familiar with literature discussions and their format. While purposeful sampling for convenience can save time and money, it is at the expense of information and credibility (Creswell, 1998; Hatch, 2003; Stake, 1995).

Great detail was given to the selection of the literature used in Lohfink's (2006) study. Books were chosen which were defined as *postmodern* or literature that dated from the 1960s on (Lohfink, 2006). The reading level of the participants and whether or not the books were titles included in the district's Accelerated Reader program were taken into consideration during the selection process.

Although Lohfink (2006) was a participant-observer at the onset of the school year, data collection for the study did not begin until mid year. Lohfink assisted the regular classroom teacher with language arts lessons. Time was spent with the students before the research began which allowed Lohfink to gain trust and acceptance from the participants as well as all other members of the class.

Data collection consisted of descriptive and reflective field notes. These included conversations with participants as well as the classroom teacher and were written as soon as possible after leaving the research site each day. Lohfink (2006) consulted with the classroom teacher weekly through email and personal meetings about observations regarding issues related to the students' responses to book club discussions. Lohfink also submitted open-ended interview questions to the classroom teacher after the third and tenth week of the study.

Several resources were used by Lohfink (2006) for data collection such as a digital video camera, digital video tapes, a tripod, audiotape recorders, cassette tapes, a transcription machine, observation protocol forms, sets of picture books per book club, reader response journals, a word processor used for typing up notes, and a printer. All stored data from video tapes and video recorders was backed up in the hard drive of Lohfink's computer. In order to protect the anonymity of the participants, Lohfink (2006) allowed each participant to choose their own pseudonym to be used in reporting of the data.

Lohfink's (2006) research was designed around the selection of 10 postmodern picture books. The study ran for 10 weeks with one book selection being the highlight of

discussion for each week. The participants of the literature discussion group met two or three times each week depending on scheduling conflicts and time management issues. On day one the group met for 15 minutes and was involved in before-reading discussion activities that helped to initiate the students' prior knowledge of the book theme. On day two, the participants were involved in during-reading and after-reading discussions that were observed and noted by the researcher. A third meeting day was only used if more time was needed because of a change in the schedule for the participants due to school related programs and scheduling conflicts during that week. In between the two sessions each week, the participants were asked to read and respond to the literature selection. Responses were done through the use of post-it notes to mark interesting passages as they read and through the use of response journals that were comprised of lined pages for written responses and blank pages for responses in the form of drawings. When the group met on the second day, they would use these responses to initiate conversations about the books being read.

Overall, Lohfink (2006) used data collection methods that were appropriate and well-suited for the tradition of the case study. As explained by Hatch (2002), qualitative interviews are special kinds of conversations. Lohfink made sure to prompt discussions through the use of open-ended questions. These interviews along with the observations made by Lohfink made it possible for her to explore the participants' perspectives more deeply which is the goal of qualitative interviews (Creswell, 1998; Hatch, 2002; Stake, 1995).

Lohfink (2006) brought questions to each observation, or book club, as the sessions are referred to in the study. Hatch (2002) states these questions are an important component that helps keep the focus of the study. The questions were open ended which allowed for freedom of thought and expression of the participants.

When it came to the participants' written responses, Lohfink (2006) was adamant that the participants know that the spelling, grammar, and punctuation were not going to be graded as a part of these sessions. The participants were encouraged to focus on what they were writing about, the theme of the writing, not the mechanics of it. The students had all been involved in responding to text in written form, so these pieces of data were not intrusive and it did not interfere with the normal procedures that occurred in the classroom. This type of data would be considered unobtrusive (Hatch, 2002) and provided insight into the experiences that the participants were having.

Lohfink (2006) took steps to separate opinions from observations during the 10-week time period of the study. There was a protocol for taking field notes that included a place for observations and a place for personal reflections of those observations. This was a good way to keep personal opinions and feelings separate from the direct observations. The procedure helped keep bracketing at a minimum. Separate research logs were kept as well. Field notes, a research log, and a research journal are items that Hatch (2002) suggests for quality qualitative research.

Lohfink (2006) made sure to use three types of qualitative data collection: (a) observation, (b) interview, and (c) unobtrusive data collection. The triangulation of all three types of data increased the confidence of the reported findings for the reader.

Lohfink (2006) also incorporated video taped literature sessions and audio recordings into her data collection. These two pieces proved to be set by the wayside and really only used to help with recalling what was discussed during the book club sessions. They were more of a support or tool to help with the recall of facts and observations rather than an integral part of the research findings. When discussing the sessions, Lohfink referred to the use of these two techniques rarely and without much significance. This qualitative case study included all aspects of the case study tradition as described by Creswell (1998), Hatch (2002), and Stake (1995).

For the case study, Lohfink (2006) used data analysis strategies suggested by Creswell (1998) and Stake (1995). Categorical aggregation, direct interpretation, patterns of common correspondence, naturalistic generalizations, and description were included in the analysis of the data gathered throughout the study. I used many of the same techniques in my study as Lohfink used. However, Lohfink's small sample of five participants was an extreme limitation to the study. Having a larger sample would have provided information that could have been applied to a wider assortment of educational settings.

While a goal of Lohfink's (2006) study was to describe and understand the responses that the fourth graders had to postmodern picture books, one of the research questions addressed the cultural knowledge the students gained from the text which was a similar goal of my study. My study had a focus on the cultural knowledge gained by the participants while they read and discussed globally significant children's literature. My

study also aimed to show statistical support for the growth that occurred in the

participants by adding quantitative data to the results.

Summary

The literature presented here supports the use of a mixed-methodology. It also

supports the purpose of the study that was conducted. Rosenblatt's (1991, 1995)

transactional theory of reading and writing was a common thread that supported the use

of children's literature in and connected all of the studies reviewed. Constructivist

teaching methods were also promoted throughout the literature reviewed.

Using a mixed-methodology in my study allowed for triangulation of the data in

order to validate the findings. Triangulations of the gathered data were a necessity in

order to enhance the accuracy of the qualitative findings of this research (Creswell, 2003;

Hatch, 2002; Stake, 1995). Since no two investigators interpret qualitative data in exactly

the same way (Stake, 1995), choosing a mixed-methodology added a quantitative edge

that was important in order to maintain the integrity of the study.

It was clear that for the success of this study, a variety of activities needed take

place. The teacher needed to guide the learning by giving distinct definitions and aiding

in the discussions and the development of ideas presented during the discussions. Writing

needed to be incorporated into the study as well. The teacher and students alike played a

major role in this study in order to ensure its success in the development of students'

intercultural sensitivity. The variables of growth of intercultural understanding and

growth in global attitudes were dependent on the independent variables, such as reading

activities, writing activities, and the group discussions, involved in the presentation of the

lessons that were a part of this global literature study. Chapter 3 provides a thorough

explanation of the methodology for this study.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this study was to discover if there was a significant change in the global attitudes and intercultural sensitivity of fourth graders at a suburban elementary school in Ohio as a result of participation in literature circles using globally significant children's literature. The study also sought to understand and describe the cultural attitudes and intercultural sensitivity that fourth-grade students learned through reading globally significant children's literature.

A mixed-methodology was used in this study in order to gain a broader perspective into the participants' cultural learning. Creswell (2003) and Hatch (2002) define a mixed-method approach as employing strategies of inquiry that involve collecting qualitative and quantitative data simultaneously or sequentially to best understand research problems.

Quantitative data were collected in two separate surveys. One survey was used to measure statistical growth of intercultural sensitivity of the participants. The other measured the statistical growth of their global attitudes. The development of the surveys is discussed later on in this chapter; examples can be found in Appendix A and Appendix B.

Qualitative data were gathered throughout the study using methodological strategies associated with the case study research. Observational notes were taken as the students participated in literature circle group discussions. The participants' reading response journals were analyzed and color coded to show which stage of Bennett's

(1993) DMIS was represented. The book club discussions were audio taped, transcribed, and color-coded to show which stage of Bennett's (1993) DMIS was being represented by the participants' comments. Signs of growth of intercultural sensitivity during student discussions and written response to the literature themes based on Bennett's (1993) DMIS were investigated. Growth was shown by the participants' movement from a lower to a higher level of Bennett's (1993) DMIS.

<div align="center">Research Design</div>

A mixed-method, concurrent, triangulation strategy was used to confirm, cross-validate, or corroborate the findings of this study. Quantitative data, in the form of two separate surveys which can be found in Appendix A and Appendix B, were used to measure growth in global attitudes and intercultural sensitivity. As the researcher, I developed a global attitudes survey and an intercultural sensitivity survey, which were given as pretests and posttests in this study. The scores from the two surveys were collected and analyzed; they constitute the quantitative data of the study. To test the validity of the surveys, a panel of teachers and administrators who had received Assessment for Learning (O'Connor, 2002) training and Level One IB training (IBO, 2007) reviewed the surveys and provided feedback as to their validity in measuring intercultural sensitivity and global attitudes. While the statistics gathered from the quantitative portion of the study provided important numbers to support the significant gains in global attitudes and intercultural sensitivity of the participants, the qualitative data helped to describe the process the participants went through as they read the globally significant children's literature and responded to its themes.

Qualitative data were collected throughout the study by applying methods from case study research. Stake (1995), Hatch (2002), and Merriam (1998) all support case study strategies as a way to intensely describe, thoroughly analyze, and explain comprehensively the case being studied. Merriam (1998) defines a case as a single entity around which there are boundaries. The case in this situation was bound by the school and the classroom being studied. The case for this research was chosen because it was an instance of concern for the school and it was an intrinsically interesting topic for me. Both of these reasons are considered important in order to have success with case study methods (Merriam, 1998). Data were collected through a review of the transcribed audio taped literature circle discussions and through a review of the written journal entries of the participants. Both the discussions and the written journals entries were coded. A word processor was used to transcribe the audio taped literature circle discussions and significant words or comments that reflect thinking along the tiers of Bennett's (1993) DMIS were color coded. Each tier of the model was assigned a specific color. Participants' written journal entries were color coded in the same manner. Qualitative data were also collected by me in the form of observational notes as an observer. These qualitative data helped to better understand the quantitative results. The qualitative piece sought to describe the growth that occurred and the treatment activities that took place. Discussions that took place throughout the study between the participants during book club sessions were examined for signs of growth in intercultural sensitivity as described by Bennett (1993).

The purpose of the quantitative portion of this mixed-method study was to test the theory of Rosenblatt (1991, 1995) that aesthetic transactions with text can create a wider understanding of the world for children. The independent variable was the literature used with the fourth-grade students and the dependent variable was their level of intercultural sensitivity as determined by an intercultural sensitivity survey and global attitude survey designed by me. Intercultural sensitivity was defined in this study as accepting that the ideas, customs, traditions, and people from other cultures may be different from one's own, but can also be right (IBO, 2007). The global attitudes were those included as components of the global citizenship education at the research site.

It is important at this time to revisit the first research question for the study in order to address the quantitative part of the study. Does the use of globally significant children's literature, identified by the IRA (2009), create aesthetic transactions that show significant changes in fourth-grade students' intercultural sensitivity and global attitudes? The null hypothesis, H_o, states that fourth-grade students who are exposed to culturally significant global children's literature will show no significant growth in intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey at the $p < .05$ level.

The alternative hypothesis, H_1, states that fourth-grade students who are exposed to culturally significant global children's literature will show a significant growth in intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey at the $p < .05$ level.

A single-sample, two-tailed, *t* test at the *p* < .05 level was used to test the hypothesis about one population mean. The goal was to use a treated sample, *n* = 23, from the population, *N* = 47, to determine whether or not the treatment had any effect on the global attitudes and the intercultural sensitivity of the participants. The population mean for each set of quantitative data were determined by the results of the two pretest surveys given to the entire population.

Both the intercultural sensitivity survey and the global attitudes survey were administered on the first day of the study. These tools were administered to all participants as a pretest for the study and a four-point Likert-type scale was used to measure results. The ordinal data easily translated into the statistical test that was used. Summative scores from these pretest surveys were used to obtain the population mean for the study.

The intercultural sensitivity survey consisted of 10 questions related to Bennett's (1993) DMIS. Results of this survey defined students' understanding of their sensitivity to others who were different from themselves, before and after the treatment in the study. Survey results were examined for acquisition of the various levels of intercultural sensitivity as described by Bennett (1993). The global attitudes survey was comprised of the global attitudes developed by the research site. This survey showed how well the participants understood the global attitudes addressed at the school before and after the treatment in the study. Results of the pretest were compared to posttest results using the same instruments. The global attitudes survey and intercultural sensitivity survey was used to conduct the quantitative piece of the research study.

The participants were divided into two groups, Group A, the treatment group and Group B, the control group. The pretests were administered to all participants in Group A and Group B before the specific culture study took place. After the pretests were given, the names of all students in the fourth grade were compiled into a typed list. These names were then cut into equal size strips and placed into one container. Approximately half, 23, of the participants were drawn to participate in the literature study using globally significant children's literature. Since the population was comprised of an odd number, 47, the sample could not be exactly half of the population. This process determined the experimental group, Group A and the control group, Group B.

All students were able to read and answer the surveys on their own. Therefore, no accommodations needed to be made. There was a plan in place, however, for accommodations to be made according to each child's individual education plan. These accommodations would have been conducted with assistance from the fourth-grade teacher at the same time and in the same room in order to maintain an unbiased assessment.

Research Site and Participants

The setting of this research was a fourth-grade classroom in suburban Central Ohio. This school was a part of the public school system. However, families had to enter a lottery to be chosen to attend. Each spring families are invited to apply for attendance at one of the four magnet schools in this school district. Each school has a specific focus that interested students choose to take on as enrichment to the regular curriculum provided by the school district. The focus of the research school was global studies. The

mission of this school was to develop globally aware and responsible world citizens through an environment that fosters high academic and behavioral standards (Westerville City Schools, 2010). The learning themes of the school include (a) cultural expression, (b) environmental interdependence, (c) interpersonal interactions, (d) conflict resolution/social justice, (e) geographical global awareness, (f) empathetic activism, (g) organizational structures (Westerville City Schools, 2010). The attitudes the school aimed to develop in its students included (a) cooperation, (b) gratitude, (c) integrity, respect, (d) confidence, (e) responsibility, (f) reflection, (g) tolerance, (h) enthusiasm, (i) curiosity, (j) empathy, and (k) creativity (Westerville City Schools, 2010). All families who chose to apply for entrance into this program were made aware of the mission, themes, and attitudes held by the school.

At the time of this study, the school district had an enrollment of over 14,000 (Westerville City Schools, 2010). Within the district, approximately 23% of all students were considered economically disadvantaged. Further demographics noted that 69% of the students enrolled were White, 19% Black, 2% Asian, 3% Hispanic, and 7% Multiracial.

The ability levels of students at the research site were varied as in any normal public elementary school in the school district. Any student could apply to attend this school regardless of race, gender, academic ability, or economic status. Therefore, the sample of students at the research site was representative of any fourth-grade sample in the suburban school district which implied that parallel results could occur should any fourth grader be involved in a similar study in this district.

The average student enrollment at the research school was approximately 230 (Ohio Department of Education, 2009). The student population at the research school included approximately 76% of the enrolled students being White. Other races recognized as a part of the student population were approximately 9% Black, and 10% Multiracial. Approximately 11% of the student population was reported as being economically disadvantaged and 11% as having disabilities. These numbers were reflective of the diversity of the school (Ohio Department of Education, 2009).

The classrooms at this school were gender balanced with equal numbers of girls and boys placed in each grade. Sometimes this balance was not kept because of families who move or students who chose to leave the school for various reasons. At the time of this study there were 47 fourth-grade students enrolled at the research site. There were 22 boys enrolled and 25 girls enrolled. The fourth grade at the research school reflected the diversity of the school both academically and socially. The research sample reflected this balance as well. The fourth-grade participants used in this research study also reflected the typical grade level at the research site in that this grade level was not unique to this particular school building.

Criterion purposeful sampling was used in the selection of these fourth-grade participants. "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 1998, p. 61). In order to learn the most from this research sample, criteria for inclusion in the sample included being a fourth-grade student at the research site and having experience as a member of a book club. The participants

needed to be comfortable with the organization and structure of literature circles. All participants had been involved in several book clubs before their participation in this research which eliminated the need for the students to be instructed on the organization and structure involved in literature circles. The sample group was able to begin participating in their discussions and activities immediately at the start of the study. This knowledge of the format of literature circles held by the participants allowed the observations of the researcher in the study to more clearly be focused on the discussions taking place among the participants.

Both fourth-grade teachers at the research school shared the teaching responsibilities for every subject area. Therefore, the students looked to both teachers as their primary teacher. However, I hold a Master's degree in reading diagnosis and instruction and assumed the role of reading teacher at the time of this study. Literature circle meetings for this study were held twice a week during the scheduled reading time for this grade level guided by me.

The participants for this study were all members of the fourth grade at the research site. The activity used for the study was one that would normally occur in the classroom. A data use agreement was in place. Therefore, parental consent and student assent was not necessary for this study. Names of participants were withheld and pseudonyms are used when referring to the participants in the study.

As members of literature circles, students share their thoughts about their assigned literature through talks or discussions. Discussion was an integral piece of the qualitative

data that were gathered. The discussions were analyzed for proof of student growth in intercultural sensitivity based on Bennett's (1993) DMIS.

I took on the role of participant-observer at the onset of the study. However, both fourth-grade teachers shared the responsibility of developing the literature circle format that was used in the study. Several book club sessions were conducted prior to the study using various forms of literature that related to the curriculum at the research school. None of the literature used in these preliminary literature circle sessions was from that which is considered globally significant (IRA, 2009). Prior to the research, all participants were familiar and comfortable with the literature circle format.

Treatment

Students in Group A were involved in a literature study dealing with culturally sensitive topics. Books that have received the "NBGS" award by the IRA (2009) were used for this study. Each year, the NBGS committee selects a list of outstanding trade books for enhancing student understanding of people and cultures throughout the world. Selections from the winning lists were used with the fourth-grade students as the focus of their literature studies. Books were chosen from the list that accommodated the reading levels of the participants involved in the study.

There were six books used in the study. The first book, titled *A Single Shard,* written by Linda Sue Park (2003), takes place in medieval Korea. The main character is a boy named Tree-ear. He is an orphan who lives under a bridge in Ch'ulp'o which is potters' village famed for delicate celadon ware. He becomes fascinated with the potter's craft and wants nothing more than to watch master potter Min at work. Tree-ear dreams

of making a pot of his own someday. Min takes Tree-ear on as his helper and Tree-ear finds many obstacles in his path, but Tree-ear is determined to prove himself.

The second selection was *The Color of My Words* by Lynn Joseph (2002). It is about a twelve-year-old girl named Ana Rosa who is a burgeoning writer growing up in the Dominican Republic, a country where writing is not allowed by the common people. Ana Rosa finds inspiration all around her and feels that she must write it all down. As she struggles to find her own voice and a way to make it heard, Ana Rosa realizes how the power of her words can transform the world around her.

The third selection was *How to Steal a Dog* by Barbara O'Connor (2009). It takes place in the southern USA. The main character, Georgina Hayes, is homeless. The story is about her plan to steal a dog, collect the reward money and help her family to find a home.

Selection number four was *Zulu Dog* by Anton Ferreira (2002). In this story a Zulu boy, Vusi, from post apartheid South Africa cares for an injured dog and befriends the daughter of a white farmer.

The fifth selection was *Rickshaw Girl* by Matali Perkins (2008). Naima lives in Bangladesh. She excels at painting the traditional alpana patterns with which Bangladeshi women and girls decorate their homes for holiday celebrations. Naima wishes she could help her father earn money like her best friend helps his family by driving his father's rickshaw. When Naima tries to help by taking the rickshaw without permission she puts the family in deeper debt to fix things, she takes a job that
is not traditionally done by girls or women in Bangladesh.

The final selection used in this study was *Iqbal* written by Francesco D'Adamo and translated by Ann Leonori (2005). The story is a fictionalized account of the life of Iqbal Masih. Iqbal is sold into slavery at a carpet factory in Pakistan. His arrival changes everything for the other overworked and abused children who are also slaves there. Iqbal explains to the others that despite their master's promises, he plans on keeping them as his slaves indefinitely. Iqbal inspires the other children to try to get away.

This study included small group discussion and individual reading response journal entries. Students were asked to respond to the literature being studied in a variety of ways, such as journals, recalling facts and details, and conveying the main idea to others. Group B did not receive this in-depth study of globally significant literature.

At the conclusion of Groups A's literature study, a posttest of an intercultural sensitivity survey and global attitude survey was once again given to all of the participants in Group A. The summative scores from these posttest surveys were used to obtain the sample mean which was used in the statistical testing of the hypotheses. The alternate hypothesis was that the students in Group A would show significant growth in intercultural sensitivity and global attitudes. The null hypothesis was that the results of the intercultural sensitivity survey and global attitudes survey would show no significant growth in intercultural sensitivity of the participants.

Instrumentation

Both surveys used in this study had been used in the fourth grade at the research site. They were both designed by me as a way for students to self-assess how they were developing in the areas of global attitudes and intercultural sensitivity. A few adjustments

to the surveys were made in order to make them compatible with use as a measurable instrument for the purposes of this research and they were reviewed by an expert panel which is explained in the subsequent description of the instrumentation for the study. Each survey was given a Likert-type scale with answer choices ranging from one through four. Both surveys can be found in Appendix A and Appendix B.

As previously stated, an expert panel of teachers and administrators who had received Assessment for Learning (O'Connor, 2002) training and Level One IBO training (IBO, 2007) reviewed the surveys and provided feedback as to their validity in measuring intercultural sensitivity and global attitudes. Assessment for learning (O'Connor, 2002) is about measuring what it is that you want the children to learn without factoring in extraneous influences on grading. This was valuable knowledge to have as the teacher and the researcher, especially when dealing with the validity of the measurement tools, namely the surveys.

IBO training (IBO, 2007) is an established program created on the basis of research that supports the use of inquiry methods to teach global topics. The global spectrum of the program is the foundation in evaluating the validity of the surveys. The teachers who provided feedback about the surveys not only had the expertise in valid grading, but also an expertise in global studies. These professionals provided feedback as to whether the surveys contained appropriate questions that were asking what I needed to know about global studies at the elementary level. This expert feedback helped to ensure the validity of the surveys.

Great care was taken in selecting the children's literature for use in this study. All titles were selected from a list compiled by the NBGS, a special interest group of the IRA (2009) that began in 1995. This IRA group chooses 25 outstanding fiction, nonfiction, and poetry trade books each year for students in grades K-12 that help promote understanding of cultures and people all over the world. To be eligible for consideration, a book must have been first published in the USA during the year of copyrights under consideration. For example, books selected for the 2008 list must have a copyright date of 2007. The first book list compiled by this organization was created in 1996.

Criteria for selection of these books are extensive and include two parts. Books chosen for selection must meet at least one criterion from part one of the selection processes and all of the criterion from part two. Part one of the criteria states that the literature must (a) portray cultural accuracy and authenticity of characters in terms of physical characteristics, intellectual abilities and problem-solving capabilities, leadership dimensions, and social and economic status; (b) be rich in cultural details; (c) honor and celebrate diversity and show common bonds of humanity; (d) provide in-depth treatment of cultural issues; (e) include characters within a cultural group or between cultural groups who interact authentically; (f) include members of a minority group for the purpose other than meeting a quota.

Selections must meet all of the criteria from part two. Part two of the selection criteria states that the literature must (a) invite reflection critical analysis and response, (b) demonstrate unique language or style, (c) meet generally accepted criteria for the

genre in which they are written, (d) have an appealing format and have an enduring

quality.

All NBGS (IRA, 2009) book list titles from 1996 throughout 2009 were reviewed

for this research. Many books were compiled into a list that would be appropriate for

fourth-grade students based on reading level and the maturity of the content of the

selected books. It was also important to make sure there was a diverse representation of

the world in the titles chosen. Therefore, titles that represented a variety of cultures

throughout the world were selected for this collection. The compiled list of books was

reduced after the treatment group was determined. Taking the reading levels of the

treatment group, or Group A, into consideration, six book titles were then chosen for use

in the study. The book titles were (a) *A Single Shard* written by Linda Sue Park and

published in 2003 (b) *The Color of My Words* written by Lynn Joseph and published in

2002 (c) *How to Steal a Dog* written by Barbara O'Connor and published in 2009 (d)

Zulu Dog written by Anton Ferreira and published in 2002

(e) *Rickshaw Girl* written by Matali Perkins and published in 2008 (f) *Iqbal* written by

Francesco D'Adamo, translated by Ann Leonori and published in 2005.

<center>Data Analysis Procedures</center>

A single-sample, two-tailed, *t* test at the *p*< .05 level was used to test the

hypothesis about one population mean. The goal was to use a treated sample, *n* = 23,

from the population, *N* = 47, to determine whether or not the treatment had any effect on

the cultural sensitivity and global awareness of the participants. As previously stated, the

population mean was determined by the results of a pretest survey given to the entire population.

The qualitative data were gathered starting on the first day of the twelve week study and continued until the final day of the research study. As previously stated, these data were collected using methodologies associated with case study research. These methods were employed throughout the children's literature study in the form of observations by an observation matrix developed by the researcher, observational notes as an observer, collection of and coding of participants' reading journal entries, and coding of transcribed audio taped literature circle sessions. The purposes of this qualitative data are to validate and thoroughly describe and explain the quantitative results.

The discussions and reading journal entries of the participants were examined and coded for words and pictures that portray growth as suggested by Bennett's (1993) DMIS. A word processor was used with color coding. The coding of these journal responses and literature circle discussions was based on vocabulary and ideas shared by the participants that reflect the various stages of Bennett's (1993) DMIS. Each stage was assigned a specific color to represent it and the ideas, words and phrases used by the participants were coded to match the phase of Bennett's (1993) DMIS that coincided with each stage. The use of the qualitative dimension in this mixed-method study allows for an in-depth description of what is happening throughout the research.

Many strategies were used to establish the validity and reliability of the study. Only one teacher delivered the treatment to the participants, which deters any problems

with consistency of the presentation of the treatment. Triangulation is suggested by many researchers as a way to establish validity for any study (Creswell, 2003; Hatch, 2002; Merriam, 1998; Stake, 1995), therefore, multiple sets of data including qualitative and quantitative were used to establish validity in this study. "Rich, thick description" was used to transport the reader into the research setting and make them a part of the study (Creswell, 2003, p. 196). Creswell (2003), Hatch (2002), Merriam (1998) and Stake (1995) suggest that honest reflection by the researcher helps to shed light on bias that the researcher brings to the study. As the researcher and one of the fourth-grade teachers at the research school, I spent extended time with the participants before the study began, providing a comprehensive understanding of the setting and participants. Peer examination and member checking were two more strategies that were used to establish internal validity. While this study incorporated triangulation and triangulation is a strategy that strengthens the internal validity of a study as well as the reliability of it (Merriam, 1998), the results of this study cannot be generalized to other populations because of the special cultural focus already in place at the research school and the small sample of students who participated in the study. Another weakness of this study was the lack of guidance available on how to use the transformative vision to guide the methods used (Creswell, 2003). Lastly, in order to add credibility to the study, contrary perspectives were discussed.

<center>Participant's Rights</center>

As the researcher, I had 19 years of teaching experience at the time of this study, predominately in the fourth grade, in the central Ohio area. I also held the positions of

Literacy Intervention Coordinator and Young Author Coordinator at the school, which provided the opportunity for me to know some of the participants for four years prior to the study. This familiarity aided the participants in feeling comfortable with me and the study. Walden University IRB approved the proposal for this study in August 2009 and assigned it the number 08-03-09-0333204. To confirm the accuracy of the research and eliminate bias, two strategies were used to validate the findings. One strategy was to use a peer debriefer to examine the accuracy of the qualitative data. The second strategy was to use a data analysis expert from the school district to review the results of the quantitative data and examine them for accuracy.

To protect the rights of the participants in this study, student names were converted to pseudonyms in order to protect their identity. Students had complete anonymity in this study.

Summary

This mixed-method study sought to measure, understand and describe the cultural attitudes and intercultural sensitivity that fourth-grade students develop through reading globally significant children's literature. Quantitative data were used to measure growth in global attitudes and intercultural sensitivity. These quantitative data were collected through a pretest and posttest using a global attitudes survey and an intercultural sensitivity survey developed by me.

Qualitative data were gathered throughout the study in the form of a case study conducted by me while the study sample was involved in literature circles using globally significant children's literature. I determined signs of growth of intercultural sensitivity

during student discussions and written responses to the literature themes based on

Bennett's (1993) DMIS. These qualitative data helped to better understand the

quantitative results. Chapter 4 provides a detailed analysis of the quantitative and

qualitative data results of this study.

CHAPTER 4: RESULTS

Introduction

The purpose of this mixed-method study utilizing a concurrent triangulation strategy was to collect and describe data during a 12-week study with a group of fourth-grade students in a suburban Ohio elementary school. The research site was an elementary school with a mission and vision to promote global education at the elementary school level. The goal was to determine whether the use of globally significant children's literature could help to promote the vision and mission of the school with its fourth-grade students. The vision of the school in which the research was conducted was to promote global citizenship (Westerville City Schools, 2010). The mission of the school was to develop globally aware and responsible world citizens through an environment that fostered high academic and behavioral standards (Westerville City Schools, 2010). The study sought to answer two research questions:

1. Does the use of globally significant children's literature, identified by the IRA (2009), create aesthetic transactions that show significant changes in fourth-grade students' intercultural sensitivity and global attitudes?

The null hypothesis, H_o, states that fourth-grade students who are exposed to culturally significant global children's literature will show no significant growth in intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey.

The alternative hypothesis, H_1, states that fourth-grade students who are exposed to culturally significant global children's literature will show a significant growth in

intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a

global attitudes survey.

2. Does the use of globally significant children's literature, identified by the IRA

(2009), help to develop the growth of intercultural sensitivity as described by Bennett

(1993) in fourth-grade students?

H_o: There is no sign of the development of intercultural sensitivity based on

Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant

children's literature.

H_1: There are signs of the development of intercultural sensitivity based on

Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant

children's literature.

In this mixed-method study, both quantitative and qualitative data were collected.

Quantitative data were collected to answer the first research question in the form of two

separate surveys, used as pretests and posttests. They can be found in Appendix A and

Appendix B. Both surveys were given as pretests to the entire population before the

literature study began with the treatment group. All of the fourth-grade students were

brought together and were given the surveys at the same time and under the same

circumstances. The directions were given to the entire population and the participants

completed both surveys on their own without assistance. The results from these two

pretest surveys supplied the population means for the study.

The fourth-grade participants in the literature circle study were brought together

once again after the treatment had been given. They were given the directions and asked

to complete the posttest surveys on their own without assistance just as they were asked to do for the pretest surveys. The results were used to supply the sample mean. The results from the pretest and posttest surveys of each member of the treatment group were totaled and examined for an increase in global attitudes and intercultural sensitivity. All statistical results were reviewed by a statistics expert working with the researcher to ensure the accuracy of the results.

The intercultural sensitivity survey was used to measure statistical growth of intercultural sensitivity of the participants. This survey used a Likert-type scale with answer choices ranging from one to three. One represented the highest understanding of intercultural sensitivity and three represented the least understanding of intercultural sensitivity. The organization of the survey answer choices meant that a positive t test score represented positive growth in the intercultural sensitivity of the participants. This survey document can be found in Appendix B.

The global attitudes survey measured the statistical growth of global attitudes of the participants. The global attitudes survey used a Likert-type scale with answer choices ranging from 1 to 4. One represented the highest understanding of the global attitudes and four represented the least understanding of the global attitudes. This type of organization of the survey answer choices meant that a positive t test score represented positive growth in the global attitudes of the participants. A lower score on the posttest meant that gains were made. This survey document can be found in the Appendix A.

In order to answer the second research question, qualitative data were gathered by throughout the study using methodological strategies associated with the case study

research. Observational notes were taken by me as the students participated in the literature circle group discussions. While the literature circle groups met, each group was observed and observational notes were taken as the groups discussed the literature they were reading. A sample of the observation sheet used can be found in Appendix E.

The reading response journals of each of the participants in the treatment group were collected at the end of the study and were analyzed and color coded to show which stage of Bennett's (1993) DMIS was being represented by the participants' writing. Member checking was done by me to check the accuracy of my understanding of the statements included in the participants' reading response journals. With the journals being a reflective piece of writing, the entries were personal to the reader/writer and I was obligated to make sure the feelings that were inferred by me were the correct feelings and connections to the text of the reader/writer. Checking with the participants about the meaning behind their entries eliminated incorrect assumptions on my part and added to the accuracy of the study. Detailed discussions of literature response journal entries from each literature circle group are examined in great detail later on in chapter 4.

Each of the six book club discussions was audiotaped. At the end of the study, the discussions from each group were transcribed by and colored coded by me to show which stage of Bennett's (1993) DMIS was represented by the participants' comments. Member checking was done to check the accuracy of these discussion comments. Because the participants were participating in casual conversation about the books that were read, they sometimes forgot they were being audiotaped and did not speak directly into the recorder which lead to technical issues with volume, speed, and enunciation. During the

transcription process, these technical issues made it difficult at times to understand what was being said by the participants. Therefore, it was important to check with the participants to make sure the transcribed comments made by them were correct. Examples of discussion comments from each literature circle group are shared and analyzed by me in further detail later in this chapter. A sample of the fourth literature group discussion session from each group is also included in Appendix G. I looked for signs of growth of intercultural sensitivity during student discussions and written responses to the literature themes based on Bennett's (1993) DMIS.

<div align="center">Quantitative Results for the Global Attitudes Survey</div>

A single-sample, two-tailed, t test at the $p< .05$ level was used to test the hypothesis about one population mean on the global attitudes survey. The goal was to use a treated sample, $n = 23$, from the population, $N = 47$, to determine whether or not the literature study had any effect on the global attitudes of the participants. The population mean, $\mu = 32.702$, was determined by the results of a pretest survey given to the entire population. The scores from the global attitudes survey given to the fourth graders at the research site were used to measure the growth in the global attitudes of the students who participated in the literature study using globally significant children's literature. Pretest and posttest scores for the sample are listed in Table 1. The sample mean, $M = 16.913$, was determined using the posttest scores from the treatment group. The global attitudes survey was designed so that a lower posttest score represents a gain in global attitudes, therefore gains are shown by a decrease in the listed scores. As shown in Table 1, the entire treatment group made gains in their understanding of global attitudes based on the

quantitative survey data.

Table 1

Pretest and Posttest Standard Scores from Global Attitudes Survey Per Participant in Treatment Group

Participant	Pretest Score	Posttest Score	Gain/Loss
Billy	32	18	+14
Samantha	34	12	+22
Cara	48	14	+24
Hank	28	17	+19
Eliah	36	25	+11
Kaya	33	16	+15
Chloe	31	12	+19
Elise	34	14	+19
David	33	18	+13
Tom	31	18	+12
Bernie	30	20	+21
Joshua	41	27	+14
Shane	41	16	+16
Christi	32	16	+18
Louann	34	15	+26
Nevil	31	19	+13
China	34	24	+8
Nelly	32	12	+28
Eddie	30	20	+7
William	27	16	+13
Mariah	29	16	+7
Lance	23	13	+14
Coco	27	14	+14

The information in Table 1 confirms that all participants made gains in global attitudes after participating in the literature circles using globally significant children's literature. The smallest gain was a seven point gain and the largest gain was a 28-point gain. All scores support that exposure to literature with global themes increased the elementary participants' knowledge of global attitudes.

Using the given information, a single-sample, two-tailed, t test at the $p < .05$ level was used to test the hypothesis about one population mean on the global attitudes. The critical region for $n=23$, $p<.05$, is ± 2.074. The t statistic obtained, $t = 21.077$, is in the critical region. Thus, the sample data are significant enough to reject the null hypothesis at the .05 level of significance. It can be concluded that there is a significant difference in the global attitudes of students who participated in the literature study using globally significant children's literature, $t(22) = 21.077$, $p < .05$, two-tailed.

<div align="center">Quantitative Results for the Intercultural Sensitivity Survey</div>

A single-sample, two-tailed, t test at the $p < .05$ level was used to test the hypothesis about one population mean on the intercultural sensitivity survey. The goal was to use a treated sample, $n = 23$, from the population, $N = 47$, to determine whether or not the literature study had any effect on the intercultural sensitivity of the participants. The population mean, $\mu = 22.532$, was determined by the results of a pretest survey given to the entire population. The scores from the intercultural sensitivity survey given to the fourth graders at the research site were used to measure the growth in intercultural sensitivity of the students who participated in the literature study using globally significant children's literature. Pretest and posttest scores for the sample are listed in

Table 2. The sample mean, $M = 14.5217$, was determined using the posttest scores from the treatment group. The intercultural sensitivity survey was designed so that a lower posttest score represents a gain in intercultural sensitivity; therefore gains are shown by a decrease in the listed scores. As shown in Table 2, the entire treatment group made gains in their intercultural sensitivity based on the intercultural sensitivity survey data.

Table 2

Per Treatment Group Participant Pretest and Posttest Standard Scores from Intercultural Sensitivity Survey

Participant	Pretest Score	Posttest Score	Gain/Loss
Billy	18	12	+6
Samantha	22	14	+8
Cara	30	13	+4
Hank	17	12	+12
Eliah	24	16	+8
Kaya	22	13	+9
Chloe	24	13	+11
Elise	27	14	+13
David	26	21	+5
Tom	23	17	+6
Bernie	26	20	+6
Joshua	21	15	+6
Shane	23	15	+8
Christi	23	13	+10
ann	27	12	+15
Nevil	22	15	+7
China	23	18	+5
Nelly	19	15	+4
Eddie	22	15	+7
William	22	12	+10
Mariah	22	14	+8
Lance	20	12	+8
Coco	22	13	+9

The information in Table 2 confirms that all participants made gains in intercultural sensitivity after participating in the literature circles using globally significant children's literature. The smallest gain was a four point gain and the largest gain was a 15-point gain. All scores support that exposure to literature with global themes increased the elementary participants' intercultural sensitivity.

The critical region for n=23, p<.05, is $\pm$ 2.074. The t statistic obtained, $t = 27.833$, is in the critical region. Thus, the sample data are unusual enough to reject the null hypothesis at the .05 level of significance. It can be concluded that there was a significant difference in the level of intercultural sensitivity of students who participated in the literature study using globally significant children's literature, $t(22) = 27.833$, $p < .05$, two-tailed.

<center>Qualitative Results from Literature Circle Discussions</center>

The qualitative data support the significant findings of the quantitative data. The qualitative data were gathered in the form of transcribed and coded audio taped literature circle discussions, coding of the participants personal reading response journals, and observational notes. Observational notes were taken as the students participated in six literature circle group discussions. The six reading response journals of each participant were analyzed and color coded to show which stage of Bennett's (1993) DMIS was being represented by the participants' writing. The six book club discussions of all six literature circle groups were audiotaped and transcribed. These transcribed discussions were also colored coded to show which stage of Bennett's (1993) DMIS was represented by the participants' comments. The researcher looked for aesthetic responses which showed

signs of growth of intercultural sensitivity during student discussions and written responses to the literature themes based on Bennett's (1993) DMIS.

The participants met with their literature circle groups six times. Before they met with their groups, the students were given their books and asked to make predictions about what they were going to read. This was also a way for the participants to get acquainted with the books they were about to read. These predictions included basic factual knowledge obtained from reading the book cover and the first page of the book. Participants mentioned setting, characters, and plot, but none of the participants made aesthetic responses related to the story during this prediction activity. After this prediction activity, the groups were given their first reading assignment and were asked to complete it on their own and be ready to discuss it during the first literature circle discussion.

During coding of the transcribed discussions, the researcher coded comments that reflected the various stages of Bennett's (1993) DMIS. These comments are referred to as instances on the tables in this chapter. Because the discussions were guided by the participants, the discussion time in each group was focused on the participants' choice of conversation. Freedom to guide the discussion allows the participants to construct their own understanding of the text (Rosenblatt, 1995). This also allowed me to know that the discussions were in response to the participants' true feelings and understanding of the text and were not contrived by me in order to affect results of the data, jeopardizing its' accuracy.

A tally chart of the observed instances of stages of Bennett's (1993) DMIS included in the literature circle discussions of the participants is provided in Table 3.

Table 3
Observed Instances of Stages of Bennett's DMIS During Literature Circle Discussions

Stage	Discussion 1	Discussion 2	Discussion 3	Discussion 4	Discussion 5	Discussion 6
Denial	1			2		
Defense				1		
Minimization	3	3				
Acceptance	5	1	2		6	
Adaptation		3	8	2		3
Integration	1	5				2

Table 3 identifies the number of comments, according to the appropriate stage, that were made during each discussion related to Bennett's (1993) DMIS. Table 4 shows the overall totaled results of the observed instances of stages of Bennett's (1993) DMIS included in literature circle discussions of the participants.

Table 4
Overall Observed Instances of Stages of Bennett's DMIS During Literature Circle Discussions

Stage	Total Instances	Percentage Total
Denial	3	6%
Defense	1	2%
Minimization	6	13%
Acceptance	14	29%
Adaptation	16	33%
Integration	8	17%
Overall Totals	48	100%

Of the 23 participants, seven, approximately 30%, did not demonstrate comments reflecting the tiers of Bennett's model during the discussions that were recorded. Seventy

percent of the participants did make comments related to Bennett's (1993) DMIS during the discussions.

During the first literature circle discussion group session, the participants were instructed to take turns talking about the book and when they were finished, they were allowed to begin the next reading assignment by reading aloud with the other members of their group. Most groups, however, used the entire literature circle discussion time that was given to them.

Instruction on discussion protocol for the participants was not necessary due to the fact that the participants had participated in many book club groups and did not need instruction on how to conduct literature circle groups. The students had been instructed in the past to discuss important vocabulary, main idea, any questions about the story that they may have, any personal or global connections they could make to the text, and any cultural information they would like to share with each other. The transcribed discussions reflect the participants' knowledge of how to conduct conversations during a literature circle meeting. Prior knowledge was important to this study. A sample from the fourth transcribed discussion session can be found in Appendix G. With the participants' having prior knowledge of literature circles and experience conducting them, I was able to focus on the study components and the participants' growth in global attitudes and intercultural sensitivity during the study. This prior knowledge lent itself to helping safeguard the integrity of the study.

Table 5 shows the overall observed instances of stages of Bennett's (1993) DMIS included in the literature circle discussions of each participant.

Table 5

Overall Observed Instances of Stages of Bennett's DMIS Instances Included in Literature Circle Discussions Per Participant

Participant	Denial	Defense	Minimization	Acceptance	Adaptation	Integration
Billy		1		1	2	2
Samantha			1		1	
Cara	2			2		
Hank			1	1		
Eliah				2	1	
Kaya					1	
Chloe			1	1	3	2
Elise				1	2	2
David			1	1	1	
Tom				1	3	2
Bernie				1		
Joshua						
Shane						
Christi				1		
Louann			1		1	
Nevil						
China						
Nelly			1	1		
Eddie						
William						
Mariah						
Lance				1		
Coco					1	
Totals	2	1	6	14	16	8

Many of the groups began their conversation meetings by discussing the story elements. They shared new vocabulary words and parts of the story that they enjoyed reading. When characters were brought into the conversations, more aesthetic responses began to occur. These responses began as very basic. One example, from the group reading *How to Steal a Dog* (O'Connor, 2009), is when Shane asked his group, "Why did Georgina live in a car?" Samantha responded with a factual answer, "They don't have enough money to pay for an apartment." This shows that Samantha did have a grasp of the plot, but there was little elaboration to the comments provided by her and the other group members throughout the first discussion. Shane asked the group another question during this first session that could have evoked aesthetic responses from the group. He asked, "Do you think you would ever steal to help your family?" and Hank simply replied, "Yes," with no other comments from any of the other group members. While the issue in the book was the very serious issue of homelessness, this group made connections to the characters such as "Georgina wants money and so do I." and "She likes dogs and so do I." These connections minimize the homeless culture that is described in the book, therefore meets Bennett's first tier of intercultural sensitivity which is minimization of the culture. At this level culture is trivialized and differences are not taken seriously (Bennett, 1993). This group connected and minimized the serious content of the character's situation by stating that they are just like her. They were not thinking deeply about the character and why she wanted the money. This was the only comment throughout the discussion that reflected thinking that involved intercultural sensitivity.

The group that read *The Color of My Words* (Joseph, 2002) also began their conversation with basic comments that did not reflect deep thinking about the characters. They also minimized the character's situation by stating that "searching for the notebook was like searching for a toy in your room." The situation in the story was much more serious than that. Writing was prohibited in the Dominican Republic, so having a notebook was very special and very rare. For the character to have lost something so important was much more significant than the participants' loosing a toy. This is an example of trivializing the culture, stage three of Bennett's hierarchy. Cara did, however, begin to think deeply about the story at the end of their conversation and, according to Bennett, show acceptance, by stating that "I think it is pretty amazing how Anna Rosa wants to be a writer, but her mammy says that it is not okay to be a writer and a lot of writers in their island have died." This would be an example of the acceptance level of Bennett's DMIS. Cara definitely had found a respect for what the character was trying to do in the story.

The group reading *Iqbal* (D'Adamo & Lenori, 2003) began their conversation with a show of acceptance, tier four on Bennett's tier of intercultural sensitivity, with David stating that the main character, "probably has lots of courage." They continued their deep connections with Tom stating that "this reminds of the time in the concentration camps when kids were put to hard labor." Chloe added, "It reminds me of slavery in the southern United States." Elise went further by agreeing that "it reminded me of slavery and before we had our freedom." These comments could be considered as part of Bennett's sixth tier of intercultural sensitivity, integration. The students were

analyzing the plot and characters from more than just their cultural perspective. These participants were able to begin to analyze the main characters' situation from the view point of a child in the concentration camps or from the southern United Stated and none of the three had a cultural history with connections to those events in history. They were definitely making a deep connection to what the kids' lives were like at that time and they could see that Iqbal, the main character of the story, was also being treated poorly. Elise was able to show the empathy related to tier four, by stating, "I feel bad that they had no energy to laugh." She was able to imagine how it must feel to be so tired you couldn't even laugh.

The connections made by the group reading *Rickshaw Girl* (Perkins, 2008), began by minimizing the character. Eliah stated that, "I win prizes like Naima." And "I have a younger sibling like the main character." She later made a deeper analysis of the main character which would be considered tier four, by stating, "Naima has her own personality and her spirit and she likes to play with a friend that's a boy and I think that's different." This was a big deal for the girl in the story who lived in a society where females were considered a lesser class than males and Naima was a main character who challenged that societal norm.

Those participants reading *A Single Shard* (Park, 2003) made only one connection to the story my stating that, "The main character is curious and so is my little sister." This would be considered the first level of intercultural sensitivity in that they were denying any differences exist between their culture and the culture of the main character in the

story. All other comments made by this group during the first discussion were about setting and plot. Very factual information was exchanged.

Those reading *Zulu Dog* (Ferreira, 2002), made no cultural connections during the first session of the literature circles. They discussed only vocabulary, setting, names of main characters and how the characters wee related. The discussion did not promote aesthetic responses related to intercultural sensitivity.

When the groups met for the second time the participants appeared to be much more comfortable with each other and eager to meet. They were excited and went directly to there meeting spots located around the classroom. The conversations seemed to run more smoothly this time and the participants were more at ease. The majority of the conversations reflected higher levels of intercultural sensitivity based on Bennett's model.

The group reading *How to Steal a Dog* (O'Connor, 2009) continued to stay focused on factual information and made only one aesthetic response during the second group meeting. Samantha stated that "Georgina doesn't live with her dad and I don't live with my dad. Georgina fights with her mom a lot and I do too sometimes." This fits level three of Bennett's model. Samantha was minimizing the seriousness of the main character's situation. By stating that she is the same as the main character, she is saying that despite the differences in location and living circumstances, the main character is basically the same as all other kids her age.

The group reading *Iqbal* (D'Adamo & Lenori, 2003) continued to make aesthetic responses to the reading. Tom stated, "I think it relates to the civil war when kids had to

work in the fields." Billy agreed and added, "Many kids worked for cruel people" at that time. Chloe was able to take the conversation deeper by adding that "still in other countries there are things that resemble slavery." Tom made the comment, "we are lucky because we were not born in Pakistan," and was interrupted by Billy with, "I agree because we are getting a great life and some children in Pakistan are hardly getting enough education and are being underfed and we have clean houses and we are not in deadly conditions and breaking child labor laws." These comments acknowledge cultural differences of the group reading the story. Tom and Billy gain self-awareness and an awareness of the main character. They accept that the culture in the story is different from their own, but they don't agree with what is happening in the story.

The discussion responses also ignited the curiosity of the group members. Billy shared that he knew "Iqbal was Christian and if you are Christian in that country usually you have a hard time getting a job and might be sold into slavery." He continued, "Also, Messi means Messiah which is Arabic. Messi is a common Christian last name in Pakistan. The Christians are a minority in Pakistan where Muslim is the majority religion. If you are a Christian you are more likely to be put into slavery." These comments show the students' curiosity to find out about the culture represented in the story and they show the groups' ability to evaluate the situation from other cultural perspectives different from their own, which is the highest level on Bennett's model.

Those reading *Rickshaw Girl* (Perkins, 2008) once again made a tier three connection in that Louann stated that "My sister gets what she wants like Naima's sister and then I don't like it." This is minimizing the characters' situation. Later in the

discussion, however, Eliah analyzes the plot and comments that the treatment of girls is "totally unfair. Girls should have the same rights as boys do. The only thing different is that they are different genders and I don't think that matters." This is an example of acknowledging the differences in the culture. While, Eliah does not agree with what is happening in the story, she does accept that it has happened. This is an example of a level four on Bennett's (1993) DMIS.

The discussion from the group reading *A Single Shard* (Park, 2003) only contained one comment that could be related to Bennett's model and it was a level five comment and showed a willingness to learn about a culture different from their own. Coco stated that "Koreans practiced Shamanism which is the belief that living and nonliving things possessed powerful spirits." This comment was in response to why pot making so important to the story. This comment showed that Coco was orchestrating her own learning by constructing this knowledge from the text. She was able to infer the reason for the importance of pot making after reading the story and learning about the characters.

While this set of discussions promoted the most aesthetic responses, the remaining groups did not make any aesthetic comments related to Bennett's (1993) DMIS. One observation about the texts being used in the study was that the action of the stories began to increase during the second reading assignment, therefore creating more instances in response to the actions of the characters. As the characters' actions became more intense and controversial, the responses became more aesthetic and more deeply related to the participants' intercultural sensitivity.

The aesthetic reactions to the texts continued into discussion three as the actions continued to be eventful. All of the responses coded were at the top two levels of intercultural sensitivity. Many of the stories' climaxes were included in this set of reading assignments. When those reading *Iqbal* (D'Adamo & Lenori, 2003) realized that the main character was being shown respect in the story, Chloe agreed that, "there was a lot more respect being shown." Billy analyzed the text by stating that "we were not showing respect to the blacks during the time of the civil war and they were treated unfairly like the characters in this book." The group continued to think about the main character and Billy said "Iqbal is a bit of an odd name to English people, but to the Pakistanis it is probably normal." The group agreed and Chloe added that she looked up the author's name on the internet and found that "it is a common last name in Pakistan." Elsie said, "It is an interesting last name and I bet it is common in Pakistan because Pakistan is different than us." Tom made an effort to find out information about the setting of Pakistan on his own and shared, "Pakistan is in Asia. Its borders are Afghanistan, India, and China. They have cold winters and hot summers. It is like the weather in Ohio." His comments demonstrated that he had orchestrated his own learning and took it upon himself to research about the life in Pakistan. This is an example of adaptation which is the fifth tier of Bennett's (1993) DMIS.

The aesthetic responses began to decrease throughout discussion four and five in all groups. This could have been due to the fact that the stories were culminating and coming to a close. One comment mentioned by Cara who was reading *The Color of My Words* (Joseph, 2002) was that "Everyone in the Dominican Republic knows how to

dance." Clearly, this comment was making a group judgment based on one character in the book. This would be considered at the first level of intercultural sensitivity based on Bennett's model. Even though the groups had deep discussion about plot and characters, Cara retreated to a very low level of intercultural sensitivity.

As the groups met for the fifth time, there were no comments below the fourth level of Bennett's (1993) DMIS. The sixth meeting led to all significant comments being at the level six, acceptance, and level. Comments from the groups reading *How to Steal a Dog* (O'Connor, 2009) and *Iqbal* (D'Adamo & Lenori, 2003) were, "I cried" and "The end was very sad." The participants had made deep internal connections to the characters if they were reacting to the text in such a powerful way.

Throughout the study, discussion comments related to Bennett's (1993) DMIS were varied, but did exist. A majority, 81%, of the significant comments was at the level three or higher tier of Bennett's (1993) DMIS. Very few, 19%, of the comments were below those levels. A level three comment is one in which the participant overtly acknowledges cultural difference. Cultural difference at this stage is simply trivialized. This stage posits that despite differences all people are the same. When Hank compared himself to the homeless main character of his story, he minimized the seriousness of what the main character was going through. He said, "She wants money and so do I. She likes dogs and so do I."

As stated, very few comments were below level three. Comments at level two defend their own culture. People at this stage may negatively stereotype others (Bennett, 1993). Comments at the first level demonstrate denial that there exists any difference or

diversities of culture. The participants in this study made a majority of comments above these levels. This could be due to the fact that they had attended the research school for three years prior to this study and the special global focus of the school could have had a part in the rarity of comments below a level three. The participants may have gained some intercultural sensitivity throughout their previous years of attending the research school.

A majority of the discussion comments were at the third, fourth, fifth, and sixth levels of intercultural sensitivity. Acceptance is at the fourth level of Bennett's (1993) DMIS. Level four acknowledges and respects cultural differences. At the acceptance stage, one gains cultural self-awareness. When Eliah commented that she liked how the main character of her story had "her own personality and her own spirit and she likes to play with her friend that's a boy and I think that's different" she was accepting that her character was different from the stereotypical Bangladeshi girl and she was showing that she respected the character for being different.

Adaptation is level five. Adaptation involves empathy. Empathetic responses acknowledge and respect possible cultural differences (Bennett, 1993). Chloe demonstrated intercultural sensitivity at this level when making the comment, "I would be afraid to be sent away from my family because I wouldn't know anybody and I also wouldn't know if I'd ever see them again." She was trying to imagine being in the shoes of the main character of her story and what it would feel like.

Level six is integration and it involves the ability to analyze and evaluate situations from one or more chose cultural perspectives (Bennett, 1993). The group that

was reading *Iqbal* (D'Adamo & Lenori, 2003) made comments at this level when they were able to connect their knowledge of the civil war to what was going on in the story about a boy in modern day Pakistan. Comments like "it relates to the civil war when kids had to work in the fields" and "it reminds of the slavery when the kids were working for cruel people." The data show the participants were indeed having aesthetic reactions to the text which were reflected in the comments during the group discussions.

The discussion comments also demonstrated constructivist learning taking place. Group members would bring new information that they had gathered as a result of their reading and their own curiosity to the group discussion meetings. One such example is when Coco came to the group meeting stating that she had chosen to investigate the history of the book's setting and that "the Koreans practiced Shamanism which is the belief that the living and nonliving things possessed powerful spirits." This was not explained in the story, but Coco was able to guide her own curiosity and construct her own knowledge by investigating further into the topics introduced in the story she was reading. Many students took it upon themselves to research ideas presented in the story and they shared this newfound knowledge when they met with their groups.

The sample included 23 fourth grade students. Of the 23 students, seven of them did not make any comments related to Bennett's (1993) DMIS. However, the other 16 participants did make comments that were significant to intercultural sensitivity. Thirty percent of the participants did not demonstrate any aesthetic responses to the literature during the group discussions. Seventy percent of the participants demonstrated aesthetic reactions to the texts.

Qualitative Results from Reading Response Journals

The personal literature responses were coded in the same manner as the six

discussions. After each discussion meeting, the participants were asked to write a brief

summary of what they had read and a personal response to the selection. These responses

can be seen in Tables 6 and 7. Table 6 is a tally chart of the observed instances of stages

of Bennett's (1993) DMIS included in the literature circle personal reading response

journals of the participants.

Table 6
*Observed Instances of Stages of Bennett's DMIS Included in Literature Circle Personal
Reading Response Journals*

Stage	Response 1	Response 2	Response 3	Response 4	Response 5	Response 6
Denial	1	1	1			
Defense			1			
Minimization			2	1		2
Acceptance	11	3	1	3	3	2
Adaptation	2	4	4	1		1
Integration	1	1	3		1	

Table 6 identifies the number of responses, according to the appropriate stage,

that were made during each reading journal entry related to Bennett's (1993) DMIS.

Table 7 shows the overall totaled results of the observed instances of stages of Bennett's

(1993) DMIS included in literature circle personal reading response journals of the

participants.

Table 7

Overall Observed Instances of Stages of Bennett's DMIS Instances Included in Literature Circle Personal Reading Response Journals

Stage	Total Instances	Percentage Total
Denial	3	6%
Defense	1	2%
Minimization	5	10%
Acceptance	23	46%
Adaptation	12	24%
Integration	6	12%
Overall Totals	50	100%

Of the 23 participants, five, approximately 22 %, did not demonstrate comments reflecting the tiers of Bennett's model in the personal written reading responses that were collected. Seventy-eight percent of the participants did make comments related to Bennett's (1993) DMIS in their writing.

Table 8 shows the overall observed instances of stages of Bennett's (1993) DMIS included in the literature circle personal reading response journals of each participant.

Table 8

Overall Observed Instances of Stages of Bennett's DMIS Instances Included in Literature Circle Personal Reading Response Journals Per Participant

Participant	Denial	Defense	Minimization	Acceptance	Adaptation	Integration
Billy						
Samantha					1	1
Cara	2		2		1	
Hank				1	1	1
Eliah				3		
Kaya				1		
Chloe				2	2	2
Elise				3		
David				1	1	
Tom						1
Bernie			1	2		
Joshua						
Shane				1		
Christi				3	1	
Louann						
Nevil						
China				3	3	
Nelly				1		1
Eddie						
William		1		1		
Mariah	1		1	1		
Lance			1		2	
Coco						
Totals	3	1	5	23	12	6

Throughout the discussions and journal entries aesthetic responses were prevalent. The journal entries contained more instances than the discussion transcriptions. Those reading *A Single Shard* (Park, 2003) made comments such as, "I feel sorry for Tree-Ear because he has to do work that is dangerous, but he works so hard." In this statement, China accepts the work of the main character and acknowledges that he does work hard. China goes on to make high connections to the character by connecting with the behaviors of the character and showing understanding. China shows self awareness when discussing how she is "only cooperative sometimes" after discussing the main character of the book. Coco, who did not make any significant cultural comments during the discussions, did make connections to the text in her journal. She asked many questions and demonstrated that the story had ignited her curiosity through this questioning. The connections she made during her journal responses were all at the level four or higher of Bennett's model. She actually said, "I feel like I should give more of my things to charity." The story made her want to change to be a better person. David also had more aesthetic responses during the journal writing than during the group discussions. He was able to see the good and bad of the character's situation and acknowledge these differences as okay which is at Bennett's level four of intercultural sensitivity.

The group reading *Zulu Dog* (Ferreira, 2002) made many more significant comments in their journals than during their discussions. Hank was able to understand that the family in the story "can't afford medical treatment" for the stray dog that they find which may cause them not to be able to keep the dog. He demonstrated an understanding of cultural hard times by stating, "How dangerous it is in South Africa" at

the time of the story. Hank also acknowledges that communication is important when stating that, "I think it is sort of cool that Vusi and Shirley are trying to talk to each other even though they speak different languages." Mariah, who did not make significant comments during discussions, was able to demonstrate intercultural sensitivity during her journal writing. She was able to admit that "If I had the job of teaching a three-legged dog how to hunt and stay alive, I'd feel sorry for the dog because I have no clue how." She is admitting that the main character in the book who is from a different culture than she may know more than her about nurturing and training a dog. This is a demonstration of keen self awareness as well. Lance also made a comment about "how dangerous the wild really is". This statement shows a respect of the culture belonging to the main character, Vusi. Lance goes on to state, "I thought it was mean when Shirley said that her dad was right about Zulus." Lance is mad about the demoralizations being made in the story. This demonstrates a respect for this other culture, level four of intercultural sensitivity. Christi adds, "It's amazing to me that Gillette could be taught to do so much stuff on only three legs." This also shows a respect for what was going on in the story. When the mother and father of the main character state that they would like to send their kids to boarding school, Christi analyzes the characters' actions with, "They are doing it because there are many blacks joining the school and the teacher is doing easy stuff for the new kids who have never gone to school before." Christi echoes a comment made by another group member during the discussion by saying that she "could never communicate with someone in another language." This comment was unexpected coming from Christi when her own mother is fluent in another language! The comment does,

however, demonstrate a self awareness. Christi is not fluent in a second language and she is aware of her limitations which would be a part of level five.

The group reading *How to Steal a Dog* (O'Connor, 2009) did not make as many higher level remarks as the other groups. William shows pity on the main character and her situations by writing, "the story is sad because Georgina has to live in a car," which is a level two comment. Shane commented that he felt Georgina, the main character, was "trying to keep a secret" He was being respectful of the actions of the main character showing a level four connection. Samantha made a prominent observation about the main character as well. She wrote, "I feel proud of her because even if she didn't want to, she had to. She needed to do what had to be done." Samantha accepts the actions of the character even though she knows stealing is wrong. Samantha didn't judge the character or show negativity, just understanding. This is an explicit example of level six on Bennett's DMIS. Kaya also showed a deep understanding of the main character by writing, "I am okay with it. That is what I would do." Kaya respects the main character's decision to steal even though she doesn't agree with it, which is at level four.

Comments regarding intercultural sensitivity were apparent in the journal entries of the group reading *The Color of My Words* (Joseph, 2002), as well as their discussions. Bernie began his journal with a level four remark. Instead of judging the country of the Dominican Republic or its people, he questioned what was going on. "Why can only the president write books?" he asked. Bernie connected with the main character by stating" it must have made Anna Rosa happy when her brother gave her a new note every month." These comments were promising, but the final comment was, "I also learned that

everyone in the Dominican Republic is very poor." This is a hasty generalization and at a much lower level of intercultural sensitivity. Nelly was a group member who began her responses with a quite powerful one, "Sometimes I think I can't make a difference, but I can." This instance shows her ability to evaluate her own situation which is at Bennett's sixth level of understanding. Nelly also said that she learned, "Life isn't as easy in other places as it is in the world we live in." She shows acknowledges that life is different for people of all cultures all over the world.

Chloe made comments at very high levels of intercultural sensitivity. She showed empathy, "I would be scared out of my clothes if I were him." This is a level four comment and by stating that the main character was smart and "brave," Chloe showed admiration for the main character Chloe showed a level five understanding as well. It upset Chloe that the villain in the story was getting away with treating the child slaves unfairly. "I think by owning some one it is unfair." This instance is yet another instance that shows an awareness of the unjust which is a level five on Bennett's DMIS. Chloe even created a Venn diagram in her journal to compare her to the main character of the story. She was able to see that they were alike and different, acknowledging both. Chloe definitely made a level six connection to Bennett's model when she was able to connect her own country to others. She made comments showing that she understood that slavery has been and continues to be a part of all cultures. Chloe states, "There is still slavery going on in other countries." Elise thinks that other children should have what she has, "I feel like they should get to explore the world and play like I do." This shows that she feels her life is superior to that of the characters in the book. Elise also lists what she

earned from the story that, "other children don't have a life like I do." Some "kids have to work at a young age." Elise ends her journal with a self awareness that "I am really happy that I was not a slave. In my mind, I would never think of being a master and treating people like that." Tom continued his deep analysis of the story in his written journal. Tom related the story to other cultures throughout history. "I think this relates to the civil war and concentration camps. Maybe Iqbal's courage will get him and others through slavery." This was a level six example.

The book *Rickshaw Girl* (Perkins, 2008) created many aesthetic responses among its group members. Eliah was able to see the injustices occurring in the story dealing with gender. She asked questions and her curiosity was ignited. Eliah didn't like that "the girls in Bangladesh don't have as many rights as the boys. Why can't they drive a rickshaw? Why do they have to wear special clothing?" Eliah also said that she felt "it would take a lot of guts" to do what the main character did. Eliah made a list in her journal as well. It was a list titled "Things I didn't know" and it contained four items. "Girls don't usually make money. Girls don't have many rights. Many people work day and night. Some people don't have any money." This shows an acknowledgement and understanding of other cultures at level four of Bennett's DMIS.

The sample included 23 fourth-grade participants. Of the 23 students, six of them did not write any comments related to Bennett's (1993) DMIS. However, the other 17 participants did make comments that were significant to intercultural sensitivity. Twenty six percent of the participants did not demonstrate any significant responses to the literature during the group discussions. Seventy four percent of the participants did

demonstrate significant reactions to the texts based on Bennett's model. Of the six that did not write significant comments in their journals, three of them also did not make any significant comments during their group discussions either. They stuck to factual information about the text and the story and did not share personal feelings during conversations or through their writing about the stories. All six of these participants, however, made gains in global attitudes and intercultural sensitivity based on the quantitative data. Many reasons may have contributed to these participants not sharing aesthetic reactions during the group discussions and writing. Reading ability, writing ability and confidence could have been a factor in their willingness to share with a group during the discussions or share with the researcher during the writing in their reading response journals. They may have been apprehensive about sharing because of a fear they may not have understood the book or that they may be sharing incorrect ideas and feelings, even though the researcher made it clear to the participants that there are no incorrect comments when sharing during literature circle discussions or personal written responses to the reading.

<div align="center">Summary</div>

This study sought to show statistical growth in global attitudes and statistical growth in intercultural sensitivity of the participants. It also sought to describe the intercultural sensitivity gained by the participants. Both the quantitative and qualitative data support growth in both areas. A thorough review of the participants' literature circle discussions and personal reading response journals showed that students were interacting with the text just as Rosenblatt (1995) suggests with her transactional theory of reading

and writing. By creating these aesthetic responses the global attitudes and intercultural sensitivity of the participants was affected in a positive way. The literature selected is considered globally significant and had undergone a strict set of requirements in order to be accepted into the list of NBGS (IRA, 2009). While the quantitative data does show significant growth for the group as a whole, not all students contributed to this growth, according to a review of the qualitative data. Three of the participants were not able to demonstrate growth as a part of the qualitative section of the study, but they did show growth in the quantitative section. These results add support to the decision to use a mixed-method approach in this study

Overall the findings of this study are significant to elementary school classrooms wishing to promote a global mindset in their students. The results of this study support that a simple strategy such as using globally significant children's literature to promote discussion and higher level thinking skills can be used to impact students' global attitudes and intercultural sensitivity. Teachers can incorporate specific literature into their existing reading programs which will promote this global thinking. The titles used here can be obtained from a public library which eliminates any extra cost for those schools that may not have extra funding to become a part of an existing global program such as the PYP (IBO, 2007). Knowing that stereotypes can occur at an early age (Aboud, 1988), incorporating strategies such as the one used in this study would be one way to combat the negative stereotypes that may be forming in the minds of children before the stereotypes become a permanent part of the children's world view, helping to promote a global mindset in younger generations, therefore making it a simpler transition for

secondary students to their place in the world as a global citizen in a global market place.

Chapter 5 gives a comprehensive summary of this study. It provides recommendations

for action, recommendations for further study, and implications for social change brought

about by this study.

CHAPTER 5: SUMMARY, CONCLUSION, AND RECCOMMENDATIONS

Overview

The purpose of this mixed-method study was to measure and examine the growth in fourth-grade participants' intercultural sensitivity and understanding of global attitudes as a result of exposure to globally significant children's literature. The research site was a public elementary school located in suburban central Ohio which taught grades one through five and whose curriculum focused on global education. The study included fourth-grade children from various racial and socioeconomic backgrounds who entered a lottery to attend school at the study site. This was a 12-week study conducted by one researcher with a population of 47 and a sample of 23.

This study answered the following two research questions about the global attitudes and intercultural sensitivity that the participants obtained while transacting with globally significant text:

1. Does the use of globally significant children's literature, identified by the IRA (2009), create aesthetic transactions that show significant changes in fourth-grade students' intercultural sensitivity and global attitudes?

The null hypothesis, H_o, states that fourth-grade students who are exposed to culturally significant global children's literature will show no significant growth in intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey.

The alternative hypothesis, H_1, states that fourth-grade students who are exposed to culturally significant global children's literature will show a significant growth in

intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey.

2. Does the use of globally significant children's literature, identified by the IRA (2009), help to develop the growth of intercultural sensitivity as described by Bennett (1993) in fourth-grade students?

H_o: There is no sign of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature.

H_1: There are signs of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature.

The quantitative data were gathered to answer the first research question in the form of two surveys using a Likert-type scale to measure the growth of global attitudes and intercultural sensitivity of the participants. The entire population engaged in two pretest surveys; an intercultural sensitivity survey and a global attitudes survey. The surveys were later administered as posttests to the sample group of 23 students after they had participated in literature circles using globally significant children's literature.

The qualitative data were gathered to answer the second research question in the form of observational notes by the researcher, transcribed and coded audio taped literature circle discussions, and coded reading response journals of the participants. Observational notes were taken each time the groups met to take the pretest and posttest surveys and each time the groups met to participate in literature circle sessions. The

literature circles met six times to discuss the globally significant children's literature that was chosen for the study. Each meeting was approximately 40 minutes in length and was audio taped. The participants met to discuss the literature in small groups and then took time after each meeting with their groups to respond to the literature in their own private reading response journals. The six audio taped discussions were then transcribed and coded by the researcher for signs of growth in intercultural sensitivity based on Bennett's (1993) DMIS. The students' six reading responses were also coded and analyzed by me for signs of growth in intercultural sensitivity based on Bennett's (1993) DMIS at the completion of the literature circle sessions.

All data gathered were triangulated in order to add reliability to the study results. Creswell (2003) supports triangulation of data. In this case, the qualitative data develops and informs the quantitative data gathered by the researcher. The quantitative data, the pretest and posttest intercultural sensitivity surveys, show statistical growth in the intercultural sensitivity of the participants. The qualitative data, the transcribed literature circle discussion and the reading response journal entries, demonstrates a growth in intercultural sensitivity as well, giving support to the quantitative data that was gathered. The statistical growth of the participants' intercultural sensitivity was reinforced and supported by the qualitative data.

Discussion

Technology connects people from all over the world. Global economics and worldwide communication shape the daily lives of people everywhere. Most people, however, do not understand their relationship to this world community (Merryfield et al.,

1997). It is extremely important to lay the foundation for global understanding with the very youngest world citizens, so that they may continuously build upon this foundation as they progress through their years of education. The instant communication available to all parts of the world makes it a necessity to teach today's students and future generations how to interact with others throughout the world community in order to keep the USA as a leader in the global economy and to promote peace and understanding among the peoples of the world. The importance of creating global perspectives is immeasurable and teachers have a great responsibility in this matter. Teachers must prepare students to live in an interconnected world that encompasses all aspects of life such as, travel, education, military, economics, and government. Young people who understand the dynamics of global economic and intercultural relations will have a distinct advantage in securing jobs; most students do not have a comprehensive understanding of the full implications of their world citizenship (Banks, 1997).

In the state of Ohio, where the research site is located, more than 1,000 companies are internationally owned, representing 28 different countries around the world (Ohio Department of Education, 2008). There is indeed a need in the 21st century for an internationally competent work force with knowledge of global issues and contacts with people in other nations. A global education is called for to address this need. This global education will need to be more than the study of world history and world geography. It will need to include a deeper examination and learning about global issues that affect the human population, as well as learning about good character and qualities that help people develop into global citizens with a global mindset.

Post secondary institutions have been heavily promoting international programs for the past ten years (Engler & Hunt, 2004). This is due to the fact that those graduating from these institutions will have immediate impact on the world and the global economy because they will be venturing out into the workforce. Waiting until students are in college may be too late. Several studies have concluded that racial and cultural stereotypes can occur soon after children turn three or four years of age (Aboud, 1988; Cameron et al., 2001; Martin et al., 1990). It is important to undo these stereotypes before they become a permanent part of the person's attitudes toward others. With the motivation to produce productive global citizens and maintain America's position in the global economy, the global education trend is trickling down to the elementary school level in the USA.

Several elementary schools have become involved with international education initiatives and programs such as the PYP which seeks to promote active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right (IBO, 2007). The PYP encourages going beyond the study of superficial elements of global education, such as flags, foods and festivals, to learn about various cultural and environmental issues. The PYP has a strong emphasis on classroom climate as a way of creating a global environment and global mindset in students. Unfortunately, programs like the PYP are expensive, have a lengthy application and approval process, and require a large time commitment on the part of the schools that are accepted to participate. These issues present a problem for most public schools who may wish to participate in them.

Schools need to be able to address global citizenship awareness through techniques that can be easily implemented in the classroom with little or no expense. The use of children's literature is an inexpensive way to introduce and teach about global issues at the elementary level.

Rosenblatt's (1995) transactional theory of reading and writing with an aesthetic stance is one way to incorporate global learning into the elementary classroom. Aesthetic learning is sensitive and recognizes and appreciates the message being shared. Rosenblatt's theory incorporates the teachings of constructivist theorists into students' transactions with text and promotes an aesthetic stance to broaden the knowledge and perspectives of students. International education programs support constructivist learning as a part of the global education model. Marzano (1988, 1992, 2003), Dewey (1916, 1918), Piaget (1976, 1978), and Bruner (1986, 1996) concur that in the classroom, teachers must give support to the children, and introduce perspectives to the students that they may have not considered. Most elementary children have not been introduced to varying cultural perspectives due to their young age. Inquiry is the best way for students to retain information and use higher level thinking skills (Bruner, 1986, 1996; Dewey, 1916, 1918; Marzano, 1988, 1992, 2003; Piaget, 1976, 1978). This inquiry leads to a wider understanding of the world around them; henceforth students become globally aware of the world around them with the use of inquiry through aesthetic transactions with children's literature in the classroom (Rosenblatt, 1995).

This study was able to use inquiry through the use of globally significant children's literature to create a global environment for the participants. The study was

able to show support for a successful and much needed global awareness teaching strategy at the elementary level by examining global issues through constructivist pedagogy and aesthetic transactions with globally significant text.

Interpretation of Findings

The study provided data that supports the use of globally significant children's literature in the fourth-grade classroom in order to promote the growth of intercultural sensitivity and global attitudes in fourth-grade students at the research site. The gathered data maintains that the use of globally significant children's literature, identified by the IRA (2009), creates aesthetic transactions that show significant changes in fourth-grade students' intercultural sensitivity and global attitudes. Both surveys given to the participants resulted in significant growth in both areas. The data also supports that the use of globally significant children's literature, identified by the IRA (2009), helps to develop the growth of intercultural sensitivity in fourth-grade students,

Interpretation of Quantitative Findings

The quantitative data gathered for this study were collected through two surveys given to fourth-grade students at the research site. Based on the quantitative data gathered from the survey pretests and posttests, the null hypothesis that fourth-grade students who are exposed to culturally significant global children's literature will show no significant growth in intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey was not accepted. The results of both surveys were significant and the alternative hypothesis, fourth-grade students who are exposed to culturally significant global children's literature will show a significant growth in

intercultural sensitivity and global attitudes on an intercultural sensitivity survey and a global attitudes survey was accepted.

The quantitative data demonstrated that every participant made gains in their global attitudes and intercultural sensitivity after being involved in literature circles using globally significant text.

Interpretation of Qualitative Findings

Based on the qualitative data gathered from the literature circle discussions and the participants reading response journals, the null hypothesis, that there is no sign of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature, was not accepted. The results of the literature circle discussions and the reading response journals did support the qualitative findings and the alternative hypothesis, that there are signs of the development of intercultural sensitivity based on Bennett's (1993) DMIS in fourth-grade students who are exposed to globally significant children's literature, was accepted.

Data Applied to Research Questions

There were two research questions addressed in this study. The first was quantitative in nature and the second was qualitative. Each question was addressed individually and the data were triangulated. The statistical growth of the participants' intercultural sensitivity was reinforced and supported by the qualitative data gathered in order to give support and explanation to the findings.

Research question one was: Does the use of globally significant children's literature, identified by the IRA (2009), create aesthetic transactions that show significant

changes in fourth-grade students' intercultural sensitivity and global attitudes? In

answering question one, it was determined that children who were exposed to globally

significant children's literature, showed growth in global attitudes and intercultural

sensitivity. Each child who read a book with a global theme and discussed it with a group

during literature circle sessions achieved higher scores on both of the posttest surveys

then they did on both of the pretest surveys. Evidence of this is shown in Table 1 and

Table 2. Table 1 shows the pretest and posttest scores from the global attitudes survey of

each of the participants. It demonstrates evidence that each participant made gains in their

global attitudes during the study. The gains made by participants on this survey varied

from a seven point gain to a 28 point gain. Table 2 shows the pretest and posttest scores

from the intercultural sensitivity survey of each of the participants. It demonstrates

evidence that each participant made gains in intercultural sensitivity during the study.

The gains made by participants on this survey varied from a four point gain to a 15 point

gain. The results of these two surveys statistically support that the participants did show

growth in their global attitudes and intercultural sensitivity.

Research question two was: Does the use of globally significant children's

literature, identified by the IRA (2009), help to develop the growth of intercultural

sensitivity as described by Bennett (1993) in fourth-grade students? In answering

question two, it was determined that the students were able to demonstrate gains in

intercultural sensitivity through the ideas shared during their literature circle discussions

and the ideas shared in their personal reading response journals kept throughout the

study. The evidence gathered during the group discussions and personal reading

responses supported the statistical gains made according to the survey data collected.

An in-depth analysis of the discussions and reading response journal entries was shared in chapter 4.

<div align="center">Implications for Social Change</div>

This study has many long-range implications for social change beginning at the elementary level. By helping students to reach the highest tiers of Bennett's (1993) DMIS, teachers are taking part in developing students' global perceptions. Such students may be the future cultural mediators of the world. Cultural knowledge and understanding could help to prevent cultural misunderstandings that cripple the relationships of peoples throughout the world. Teachers can lead the way into this new era of global education by creating inquiry-based classrooms that embrace the use of literature in their inquiries about global issues.

The previously described research supports the use of globally significant children's literature as a way to facilitate the global education taking place at the research site. Aesthetic transactions occurring with global issues presented in text is one way to promote knowledge of diverse cultures and the issues described in them. The problem of how to best teach these global attitudes and themes not only impacts the students at the research site, but elementary students all over the world. The teaching of cultural understanding and tolerance of all peoples throughout the world is an issue that must be addressed in order for this school and all elementary level schools to succeed in a mission of global education.

This study contributes to the body of knowledge needed to address the problem of how to best develop a global mindset in elementary age children by identifying the use of globally significant children's literature as one technique that can be used with elementary students to increase their global knowledge.

Recommendations for Action

While this study involved a small group of fourth-grade students at a specialized elementary school which promoted global education, the results have implications for all classrooms. The results suggest that globally significant children's literature can create aesthetic responses that help fourth graders to develop their intercultural sensitivity and global attitudes. This study challenges teachers at all grade levels to use this literature in order to help promote a global mindset in elementary students. It is recommended that fourth-grade teachers wishing to promote global attitudes and intercultural sensitivity use the globally significant children's literature, identified by the IRA (2009), in their classrooms as a part of literature circles in order to create a positive global mindset with their students. Teachers should encourage literary exchanges using this specialized literature that engage students in quality discussion and the creation of an understanding of the world that surrounds them. These positive transactions with text can help students to interact with people from various cultures and maintain positive interactions amongst the differing cultures that they may come into contact with. Based on the results of this study, it would behoove teachers to stock their library shelves with globally significant children's literature as identified by the IRA (2009).

It is also suggested that teacher training programs look carefully at the quality of their programs and make sure to educate future teachers about global issues and the importance of presenting these topics at the elementary level. These training programs need to help equip future teachers with the skills and strategies needed to educate even the youngest global citizens about the world in which they live.

Not only should the future teachers be taught these skills and strategies to use in the classroom in order to promote global learning, school districts need to make sure they are giving ample opportunities to their practicing teachers to learn about the most recent trends in education such as skills and strategies to promote global learning.

Recommendations for Further Study

Further study on this topic is highly recommended. One suggestion for further study would be to conduct similar studies at various grade levels and with a diverse group of participants. It cannot be assumed that the same results would occur with students at other grade levels or in other, different school environments.

A second suggestion for further study would be to use globally significant children's picture books with small groups of students. This study used chapter books geared for upper elementary students. By using chapter books the participants had to spend time with the story and its characters. A study using picture books may yield different results, in that, the participants would not spend as much time reading about the characters and plot. Time spent with the text could have had an impact on the results of this study.

A third suggestion for further study would be for the teacher to be more involved in the discussions. Having an adult guide the conversation into specific topics or ideas may impact the results as well. The researcher in this study wanted to measure and analyze the types of knowledge the participants were gaining on their own. A greater amount of adult input may help the children to think more deeply and reach higher levels of understanding.

Another suggestion that may yield significant results would be to focus on one global issue as a theme in order to promote an in-depth study of one topic. A few ideas for study may be global warming, family dynamics throughout the world, poverty, homelessness, and effects of war on family. The literature chosen could address a specific topic and the knowledge of this topic could be measured and compared from the beginning to the end of the study. An analysis of the types of understanding could be done to better understand the results as well.

In order to enhance the global learning taking place from reading globally significant literature, hands on and real life experiences could be incorporated into a study similar to the one completed here. The effect of real life experience on the learning of global issues is definitely a worthwhile study. Constructivist theory states that environment shapes human understanding of the world (Bruner, 1986, 1996; Dewey, 1916, 1918; Marzano, 1988, 1992, 2003; Piaget, 1976, 1978). Immersing students in an environment composed of more than just literature may yield significantly powerful results for the participants. An example of this real life experience may be having students correspond with students from another part of the world via email, the World

Wide Web, or written letters. Another example may be having the students participate in an altruistic venture, such as raising money for or collecting materials for the people or culture they have read about. Helping others and becoming involved in their world would be the real life experience being referred to here. Applying the knowledge gained from literature and taking action based on that knowledge would be another study to further investigate.

Another suggestion for further study is to use globally significant children's literature for a daily read aloud with students. In this study, the participants read the books themselves. If a teacher is conducting a read aloud, he or she may use text that is a little more complicated than what the individual students can read themselves. This may also promote a deeper understanding of others who are characters in the story.

Finally, further investigation into teacher training and curriculum design would be beneficial to global learning for all students. A study examining the knowledge teachers have of global teaching methods and strategies would help to determine the deficits in this area and guide professional development for educators at all levels. A thorough examination and analysis of curriculum design would show deficits in design pertaining to global education and help to guide curriculum design to include global education topics for students at all levels.

Concluding Statement

In conclusion, the data gathered in this study suggests that the use of children's literature can enhance and increase fourth-grade students' intercultural sensitivity and global attitudes. While many programs exist at the secondary levels, this seemingly

simple classroom strategy can have great impact on the global learning of elementary students. By helping to develop this global mindset at such an early age, educators may be able to help the create future citizens who will be able to interact with others from all over the world and keep the USA in a top position economically. Future world leaders will need a skill set that includes the ability to understand and respect people that are different from themselves. Knowing that stereotypes are formed at an early age, creating global understandings may prevent negative stereotypes from being developed in the minds of younger generations leading to a more peaceful and cooperative world.

By helping students to reach the highest tiers of Bennett's (1993) DMIS, teachers are taking part in the creation of a culturally sensitive society and quite possibly future cultural mediators. This cultural knowledge could help to prevent wars and cultural misunderstandings that cripple the relationships of peoples throughout the world. Teachers need to lead the way into this new era of global education by creating inquiry-based classrooms that embrace the use of literature in their inquiries about global issues. It will take leaders to forge ahead with positive and effective strategies to make inquiry a comfortable part of elementary classrooms throughout the world. Understanding the expectations for future generations in the 21st century and the need for a global mindset, teachers and administrators must make it their responsibility and priority to prepare students for success. The citizenry should be concerned with promoting a global mindset in order to keep the USA on an equal playing field politically and economically with other countries. Creating this tolerant frame of mind in elementary students can have a

positive impact on the relationships of the diverse cultures of the future generations in the world, leading to peace and understanding.

REFERENCES

Aboud, F.E. (1988). *Children and prejudice*. New York: Blackwell.

Asia Society. (n.d.). *Why does international education matter?* Retrieved November 18, 2008, from http://www.internationaled.org/why.htm

Asia Society. (n.d.). *Why international education?* Retrieved November 18, 2008, from http://www.internationaled.org/why.htm

Asia Society and Goldman Sachs Foundation. (2003). *2003 prizes for excellence in international education*. Retrieved Nov. 18, 2008, from http://www.internationaled.org/prizes/2003.htm

Bacon, N. & Kischner, G. (2002). Shaping Global Classrooms. *Educational Leadership, 60*(2*),* 48-51.

Banks, J. (1997). *Educating citizens in a multicultural society*. New York: Teachers College Press.

Basset, P. (2005). Reengineering schools for the 21st century: there is already general agreement among various sectors of our society regarding the skills that today's students will need as they move on to higher education and careers. *Phi Delta Kappan*, *87*(1), 76.

Bennett, M.J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.), In *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Cafo, Z. & Somuncuo, D. (2000). Global values in education and character education. (ERIC Document Reproduction Service No. ED449449)

Cameron, J. A., Alvarez, J. M., Ruble, D. N., & Fuligni, A. J. (2001). Children's lay theories about ingroups and outgroups: Reconceptualizing research on prejudice. *Personality and Social Psychology Review*, 5, 118-128.

Campbell, P., Masters, P., & Goolsby, A. (2004). Global studies: Hurdles to program development. *College Teaching, 52(1),* 33-38.

Council of Chief State School Officers. (2006, November). *Global education policy statement*. Washington D.C.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed-method approaches*. Thousand Oaks: CA. Sage Publications.

D'Adamo, F., & Lenori, A. (2003). *Iqbal*. New York: Atheneum Books for Young Readers.

Davies, I., Evans, M., & Reid, A. (2005). Globalizing citizenship education? A critique of 'global education' and 'citizenship education.' *British Journal of Educational Studies, 53*(1), 66-89.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Dewey, J. (1938). *Logic: The theory of inquiry*. New York: Henry Holt and Company.

Dressel, J. (2005, May). Personal response and social responsibility: Responses of middle school students to multicultural literature. *The Reading Teacher, 58*(8), 750-764.

Dunn, R. (2002, October). Growing good citizens with a world-centered curriculum. *Educational Leadership, 60*(2), 10-13.

Engler, J. M. & Hunt, J. B. (2004, November). Preparing our students for work and citizenship in the global age. *Phi Delta Kappan*, 197-199.

Galinsky, A.D., & Moskowitz, G.B. (2000). Perspective-taking: decreasing stereotype expression, stereotype accessibility, and in-group favoritism. *Journal of Personality and Social Psychology.* 78 (4), 708-24.

Ferreira, A. (2002). *Zulu dog*. New York: Farrar, Straus and Giroux.

Gaskins, R.W. (October/November/December, 1996). "That's just how it was": The effect of issue-related emotional involvement on reading comprehension. *Reading Research Quarterly*, *31*(4), 386-405.

Glazer, N. (1997). *We are all multiculturalists now*. Cambridge, MA: Harvard University Press.

Hadaway, N., & McKenna, M. (2007, January 1). *Breaking Boundaries with Global Literature: Celebrating Diversity in K-12 Classrooms*. International Reading Association (NJ3). (ERIC Document Reproduction Service No. ED497893) Retrieved November 11, 2008, from ERIC database.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.

Hayward, F., Siaya, L., & American Council on Education, W. (2001, January 1). Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education. (ERIC Document Reproduction Service No. ED475087) Retrieved November 11, 2008, from ERIC database.

Hicks, D. (2003). Thirty years of global education: A reminder of key principles and precedents. *Educational Review, 55(*3), 265-275.

International Baccalaureate Organization. (2007). *Making the PYP Happen: A curriculum framework for international primary education*. Cardiff, Wales: Author.

International Reading Association (2009). Notable Books for a Global Society. Retrieved April 30, 2009, from http://www.tcnj.edu/~childlit/proj/nbgs/intro-nbgs.html

Joseph, L. (2002). *The color of my words*. New York: Joanna Cotler Books.

Kagan, S. & Stewart, V. (2004, November). Putting the world into world-class education: Introduction. *Phi Delta Kappan, 86,* 195.

Kuperus, C. G. (1992). *Using interaction with children's literature to positively affect the global and multicultural/multiethnic knowledge and attitudes of third grade students*. Detroit, MI: Michigan State University, College of Education.

Kurkjian, C. & Livingston, N. (2007, March). The importance of children's literature in a global society. *The Reading Teacher, 60*(6), 594-602.

Levine, M. (2005). Putting the world into our classrooms: a new vision for 21st century education. Washington, D.C.: Progressive Policy Institute. (ERIC Document Reproduction Service No. ED 491224)

Lobron, A. & Selman, R. (2007, March). The interdependence of social awareness and literacy instruction. *The Reading Teacher, 60*(6), 528-537.

Lohfink, Gayla S. (2006). Responses to postmodern picture books: A case study of a fourth grade book club. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 25, 2009, from Dissertations & Theses: Full Text. (Publication No. AAT 3234506).

Louie, B. (2005, April). Development of empathetic responses with multicultural literature. *Journal of Adolescent and Adult Literacy, 48*(7), 566-578.

Mahoney, S., & Schamber, J. (2004, January 1). Exploring the Application of a Developmental Model of Intercultural Sensitivity to a General Education Curriculum on Diversity. *Journal of General Education*, *53*, 311-334. (ERIC Document Reproduction Service No. EJ720007) Retrieved November 17, 2008, from ERIC database.

Martin, C. L., Wood, C.H., & Little, J.K. (1990). The development of gender stereotype components. *Child development*, 61, 1891-1904.

Marzano, R. J. (1988). *Dimensions of thinking: A framework for curriculum and instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mavrikos-Adamou, T. (2003, August). *Multicultural education and democratic enhancement.* Paper presented at the annual meeting of the American Political Science Association, Philadelphia, PA.

Merriam, S. B., & Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Merryfield, M., Jarchow, E., Pickert, S. (Eds.). (1997). *Preparing teachers to teach global perspectives: A handbook for teacher educators*. Thousand Oaks, CA: Corwin Press, Inc.

Merryfield, M. (2002, October). The difference a global educator can make. *Educational Leadership, 60(2)*, 18-21.

Michael, C. & Young, N. (2005). Seeking meaningful school reform: Characteristics of inspired schools. (ERIC Document Reproduction Service No. ED490677)

National Center for Educational Statistics. (2010). *State education data profiles*. Retrieved May 25, 2010 from http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=39

Noe, K., & Johnson, N. (1999, January 1). *Getting Started with Literature Circles. The Bill Harp Professional Teachers Library Series*. (ERIC Document Reproduction Service No. ED431188) Retrieved November 11, 2008, from ERIC database

O'Connor, B. (2009). *How to steal a dog: A novel*. New York: Farrar, Straus & Giroux.

Ohio Department of Education. (2008). *Strategic plan for international education in Ohio: Fall 2008 discussion draft*. Retrieved May 25, 2010 from http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1785&Content=84551

Ohio Department of Education. (n.d.) *Report card for Westerville City*. Retrieved October 12, 2009 from http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/010504.pdf

Park, L. S. (2003). *A single shard*. New York: Clarion Books.

Perkins, M., & Hogan, J. (2008). *Rickshaw girl*. Watertown, MA: Charlesbridge.

Pfeifer, J., Rubble, D., Bachman, M., Alvarez, J., Cameron, J., & Fuligni, A. (2007, March 1). Social Identities and Intergroup Bias in Immigrant and Nonimmigrant Children. *Developmental Psychology*, *43*(2), 496-507. (ERIC Document Reproduction Service No. EJ756159) Retrieved November 11, 2008, from ERIC database.

Piaget, J. (1978). *Behavior and evolution* (D. Nicholson-Smith, Trans.). New York: Random House. (Original work published 1976).

Piaget, J. (1976). *The grasp of consciousness: action and concept in the young child* (S. Wedgewood, Trans.). Cambridge, MA: Harvard University Press. (Original work published 1974).

Pyterek, M. (2006). *How can a teacher begin to help her kindergarten students gain "authentic" cultural understandings about native North Americans through children's literature?* Unpublished doctoral dissertation, National College of Education, National-Louis University.

Rogers, R. & Mosley, M. (2006, October/November/December). Racial literacy in a second grade classroom: Critical race theory, whiteness studies, and literacy research. *Reading Research Quarterly*, *41*(4), 462-495.

Roper Public Affairs. (2006). *Final report National Geographic-Roper Public Affairs 2006 geographic literacy study.* Retrieved Nov. 18, 2008 from http://www.nationalgeographic.com/foundation/pdf/NGSRoper2006Report.pdf

Rosenblatt, L. M. (1991). *The experience of reading*. Portsmouth, New Hampshire: Heinemann Educational Books, Inc.

Rosenblatt, L. M. (1995). *Literature as exploration*. New York: The Modern Language Association. (Original work published 1938).

Sipe, L.R. (April/May/June, 2000). The construction of literary understanding by first and second graders in oral response to picture book read-alouds. *Reading Research Quarterly*, *35*(2), 252-275.

Sinclair, L, & Kunda, Z. (1999). Reactions to a black professional: motivated inhibition and activation of conflicting stereotypes. *Journal of Personality and Social Psychology.* 77(5), 885-904.

Singer, J. & Shagoury, R. (2005, December). Stirring up justice: Adolescents reading writing and changing the world. *Journal of Adolescent and adult Literacy, 48*(4), 318-339.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications.

Tye, K. (2003, October). Global education as a world wide movement. *Phi Delta Kappan, 85(2*), 165-168.

United States Census Bureau. (2000). 2000 American community survey. Retrieved Nov. 18, 2008 from http://factfinder.census.gov/servlet/SAFFFacts?_event=&geo_id=01000US&_geo Context=01000US&_street=&_county=&_cityTown=&_state=&_zip=&_lang=en &_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=010&_submenuId=fact sheet_1&ds_name=ACS_2006_SAFF&_ci_nbr=null&qr_name=null&reg=null% 3Anull&_keyword=&_industry=

United States Census Bureau. (2006). 2006 American community survey. Retrieved Nov. 18, 2008 from http://factfinder.census.gov/servlet/ACSSAFFFacts?_event=&geo_id=01000US& geoContext=01000US&_street=&_county=&_cityTown=&_state=&_zip=&_lang =en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=010&_submenuId= factsheet_1&ds_name=DEC_2000_SAFF&_ci_nbr=null&qr_name=null&reg=nu ll%3Anull&_keyword=&_industry=

U.S. Department of Education, National Center for Educational Statistics. (2006). The condition of education 2006, NCES 2006-071, Washington DC: U.S. Government Printing Office.

Weinbaum, A., Allen, D., Blythe, T., Seidel, S., & Rubin, C. (2004). Foundations for inquiry: Reviewing the Research. In *Teaching as Inquiry: Asking hard questions to improve practice and student achievement* (pp.13-30). New York: Teachers College Press; Oxford, OH: National Staff Development Council.

Westerville City Schools. (n.d.) *District Demographics.* Retrieved January 17, 2010, from http://www.wcsoh.org/content_page.aspx?cid=328

Westerville City Schools. (n.d.) *Our schools*. Retrieved May 25, 2010, from http://www.wcsoh.org/school_profile.aspx?schoolID=10

Willis, A. & Harris, V. (2000). Political acts: Literacy learning and teaching. *Reading Research Quarterly, 35*(1), 57-104.

APPENDIX A: 4TH GRADE GLOBAL ATTITUDES SURVEY

Directions: Please circle how often you show the global attitudes listed below. Circle your answer as "always", "sometimes", "never", "I do not know".

1. **GRATITUDE**
   Always   Sometimes   Never   I Do Not Know

2. **INTEGRITY**
   Always   Sometimes   Never   I Do Not Know

3. **RESPECT**
   Always   Sometimes   Never   I Do Not Know

4. **CONFIDENCE**
   Always   Sometimes   Never   I Do Not Know

5. **RESPONSIBILITY**
   Always   Sometimes   Never   I Do Not Know

6. **REFLECTION**
   Always   Sometimes   Never   I Do Not Know

7. **TOLERANCE**
   Always   Sometimes   Never   I Do Not Know

8. **ENTHUSIASM**
   Always   Sometimes   Never   I Do Not Know

9. **CURIOSITY**
   Always   Sometimes   Never   I Do Not Know

10. **EMPATHY**
    Always   Sometimes   Never   I Do Not Know

11. **CREATIVITY**
    Always   Sometimes   Never   I Do Not Know

12. **COOPERATION**
    Always   Sometimes   Never   I Do Not Know

APPENDIX B: 4TH GRADE INTERCULTURAL SENSITIVITY SURVEY

Directions: Please answer each question below by circling your answer as "always", "sometimes", "never".

1. I am tolerant of others who are different from me.

   Always   Sometimes   Never

2. I am open to learning about the cultures, customs, and traditions of others.

   Always   Sometimes   Never

3. It is important to learn about the cultures, customs, and traditions of others.

   Always   Sometimes   Never

4. All cultural groups are equally important.

   Always   Sometimes   Never

5. It is important for me to know about things that affect people in other parts of the world.

   Always   Sometimes   Never

6. I have close relationships with people whose culture is different from my own.

   Always   Sometimes   Never

7. I make an effort to find out about people who are different from me.

   Always   Sometimes   Never

8. I can make a difference in the world.

   Always   Sometimes   Never

9. My family and I attend many kinds of cultural events in the community.

   Always   Sometimes   Never

10. I am able to speak intelligently about issues that affect various cultures throughout the world.

    Always   Sometimes   Never

APPENDIX C: SAMPLE LETTER OF COOPERATION FROM COMMUNITY RESEARCH PARTNER

Date: June 29, 2009

Dear Mrs. Salisbury,

Based on my review of your research proposal draft, I give permission for you to conduct the study entitled "Using globally significant children's literature to increase fourth-grade students' global attitudes and intercultural sensitivity." within the organization of _____ in the Westerville City School District. As part of this study, I authorize you to invite members of my organization, whose names and contact information I will provide, to participate in the study. Their participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

Should you make changes in your proposed research, you will need to inform me of those changes and have them approved before you continue with your research.

It is my understanding that you will provide me with the results of your research once it is completed.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Ms. Vicki Jarrell

Principal

44 North Vine Street

Westerville, OH 43081

jarrellv@wcsoh.org

APPENDIX D: DATA USE AGREEMENT

This Data Use Agreement ("Agreement"), effective as of July 7, 2009 ("Effective Date"), is entered into by and between Tonya Salisbury ("Data Recipient") and Diane Conley, Chief of Academic Affairs for Westerville City School District ("Data Provider"). The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set ("LDS") for use in research in accord with the HIPAA and FERPA Regulations.

1. <u>Definitions.</u> Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the "HIPAA Regulations" codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.

2. <u>Preparation of the LDS.</u> Data Provider, Diane Conley, shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations

3. <u>Data Fields in the LDS.</u> No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, the data provider, Diane Conley shall include the **data fields specified as follows**, which are the minimum necessary to accomplish the research: results of the Intercultural Sensitivity Surveys, results of the Global Attitudes Assessments, information obtained through written journals of the study participants during the study, any literature study activity products of the participants, and literature circle discussions of the participants during the study.

4. <u>Responsibilities of Data Recipient.</u> Data Recipient agrees to:

    a.   Use or disclose the LDS only as permitted by this Agreement or as required by law;

    b.   Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;

    c.   Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;

    d.   Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and

    e.   Not use the information in the LDS to identify or contact the individuals who are data subjects.

f.   Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS for its research activities only.

5.   Term and Termination.

a.   Term. The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.

b.   Termination by Data Recipient. Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.

c.   Termination by Data Provider. Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.

d.   For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.

e.   Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

6.   Miscellaneous.

a.   Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.

b.   Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.

c.   No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.

      d.   <u>Counterparts.</u> This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

      e.   <u>Headings.</u> The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER   **DATA RECIPIENT**

Signed: _____   Signed: _____

Print Name: _____   Print Name: _____

Print Title: _____   Print Title: _____

APPENDIX E: OBSERVATIONAL PROTOCOL

Date:
Time:
Observations:
Reflections:

APPENDIX F: CODING PROTOCOL FOR BOOK CLUB DISCUSSIONS
AND JOURNAL ENTRIES

Each stage of Bennett's (1993) DMIS is represented by the color assigned to that stage.

Stage 1: Denial = Yellow

Stage 2: Defense = Blue

Stage 3: Minimization = Purple

Stage 4: Acceptance = Green

Stage 5: Adaptation = Pink

Stage 6: Integration = Orange

APPENDIX G: PARTICIPANTS DISCUSSION-FOUR SAMPLES FROM EACH

GROUP

The Color of My Words (Joseph, 2002)

Cara: II used back ground research and in the country of the Dominican Republic they speak Spanish. The setting of the book takes place in a small town. To Anna Rosa, people in her town think that people who have five dollars are very rich. Everyone in the Dominican Republic knows how to dance. Everyone is sad about Anna Rosa's dad

Nelly: I drew a picture on this page and everyone is going to takes turns guessing the setting that I drew.

Cara: I think that it is a picture of the house and her brother waving to Anna Rosa from her special tree.

Bernie: I think it is the same as Cara

Nelly: Cara was right.

Bernie: I found an interesting word. It is Nochebuena means the night before Christmas Eve. Not only is it a Spanish word, I have never heard it before. Another word is sensible. I had heard it many times but nobody had given me a definition to it. The definition is you're thinking through something to form an opinion, a logical thing to do.

Nelly: I'd liked reading the poem of Anna Rosa that she wrote in her book. The poem is about her special tree

Bernie: I still have a question about this. I realized that the man on the mule was really Anna Rosa's dad. That's weird.

Cara: Her mom thought that her dad pappy just sits on the porch doing nothing and every Sunday they go to the beach and her mom found somebody new. Now that is Anna Rosa's dad.

Bernie: Actually it was reverse order from Cara. The man on the mule was Anna Rosa's dad before the guy on the porch.

Nelly: We are having confliction about the two fathers.

Cara: There are many poems in this book. They are fun to read.

Zulu Dog (Ferreira, 2002)

Lance: I found out that the Zulu men use the bola to buy stuff. The bola is a pack or group of cattle.

Hank: I know somebody whose daughter lived in South Africa and she said the language they would speak is Zulu or Izzy. Zulu and the words that I thought were interesting were "madala" which means old reason is because it is from the Zulu language. "Rand" is the South African money.

Mariah: I drew a picture of Gillette kissing the spider and that's all.

Lance: There were some interesting words that I found. One was "unfathomable". The definition is somebody couldn't understand something. My second word is "howl". It was from a different country. The definition is very impressed or puzzled.

Iqbal (D'Adamo & Lenori, 2003)

Billy: Do you think you would have had the courage to run away from Hussein?

Elise: If I were Iqbal, I wouldn't be brave enough. I think if he found me I would be killed so I would be scared.

Tom: I would not run away. I would not be that brave because Hussein might whip me.

Chloe: I wouldn't run away either. He might put me in the tomb for a week and I couldn't survive in the tomb without food or water.

Billy: I probably would not run away. I would think that if I do, I probably would be in over my head. If he found me, I wouldn't survive in the tomb. Why does the master not feed the children enough?

Elise: That wanders around my mind too. If they want the kids to work, they need food to work and have energy.

Tom: I think he doesn't feed them because they might run away if they have energy

Chloe: I think he doesn't feed them enough or he just feeds them just enough to keep them alive because he thinks they are worthless and he loathes them and all he want s them to do is work. He doesn't want them to be content. He just wants them to work.

Billy: I think he probably doesn't feed them enough because they are worthless to him and he doesn't really care about them. He only cares about himself. My last question is do they ever pay off their debt?

Elise: Sometimes I think they will, but then he will make the debt bigger.

Tom: I agree with Elise.

Chloe: I don't think the debt will go away he just wants them to work hard.

Billy: He probably doesn't want them to pay off their debt so they will keep working hard to pay it off. They never know if they have finished.

Elise: I found out that Basabad is a city where Maria's dad is from. It was founded in 1892 and the population is 2 mill 500 thousand.

Chloe: I don't know what that means.

Billy: I think its interesting to learn what that word means thanks for sharing.

Elise: Incomprehensible is another interesting word. It means difficult to understand.

Chloe: I sort of knew what that meant and now I know for sure.

Tom: I drew a picture.

Chloe: I think it's a picture of the police bringing Iqbal back from running away.

Billy: I think it's the police taking him to the police station.

Elise: I think it's when the police officer found him.

Tom: The picture was the police bring him to the station for food.

Chloe: I found out that it is hot in summer and cold in winter. Pakistan is a lot like Ohio, weather wise, except for the slavery. The author speaks the same language as the people in Pakistan because she had to have somebody translate the book into English.

Billy: Even though I'm not familiar with the climate of Pakistan, it's interesting.

Elise: I totally think it's interesting I'm happy to know that the weather is similar, but there is no slavery.

Tom: I knew the weather was like Ohio.

Chloe: I wonder if people would vacation there. Is there still slavery there?

Billy: I'd probably be happy to travel there.

Elise: I probably would go there. They have okay weather, but I wouldn't want to go there and see slavery and stuff from the book.

Tom: I wouldn't go there because I would be sad about how they treat people.

Chloe: If we went there, would they enslave us because we are different?

Billy: They wouldn't put us in slavery. They would only do it to poor people.

Elise: I don't think they would.

Tom: I don't think because we are from a different country.

Elise: I always was wondering why Maria didn't talk until they said nobody can read.

Tom: I think she was shy.

How to Steal a Dog (O'Connor, 2009)

William: Did Toby and Georgina find a dog?

Samantha: Yes they do.

William: Who is Carmella?

Samantha: It's the owner of the dog, Willy.

Kaya: It is the owner.

William: Did Georgina hide Willy?

Samantha: Yes she hid him under the old house porch.

William: Does a man find Willy?

Shane: Yes he does.

William: Why does Georgina hide in a bush?

Shane: Because she knows that's the only place that she could find.

Kaya: She just hid there.

Samantha: She hid there because she knew there was a stranger around. Did you know that the author, Barbara, grew up in South Carolina and she uses some of her life experiences in her stories. She likes pets and writes about them in her books. She uses southern language too.

Shane: I found some interesting words. The first one is "clomps". The definition is to walk slowly with clumsy noisy footsteps. The second word is rummage. It means to look for something by moving things around in an untidy or careless way.

Kaya: I drew a picture of when Georgina hid her dog to go to school.

Samantha: I think Kaya's drawing is very good compared to the book.

Kaya: Thank you Samantha.

Samantha: You're welcome Kaya.

Rickshaw Girl (Perkins, 2008)

Nevil: Were her parents mad at her for wrecking the rickshaw?

Louann: I don't think they were mad because they got it fixed. They were probably a little bit upset, but they knew she was just trying to help.

Eliah: I think they were mad, but didn't show it. At times they were more mad then other times, but this happens a lot of times with kids and their parents. I think it's common.

Eddie: I think the dad was relieved that it still worked and mom was really mad.

Nevil: How did the family decide to fix the rickshaw?

Eddie: The dad wanted to take it to the repair shop but Naomi wanted to trade work for it, so Naomi did that without letting her parents know.

Eliah: I don't think they all agreed. I think she just went ahead without a plan.

Nevil: If you were Abby would you do what she did?

Louann: Yeah, but I would have asked my parents.

Eliah: I wouldn't try to because I would think that I already did one thing wrong so I'm going to lay off this time.

Eddie: I probably wouldn't have done the painting, but I would have asked my father first.

Nevil: How did Naomi take responsibility for what she did?

Eliah: She kind of just was sad and she acted like she knew it was wrong and that she shouldn't have done it.

Louann: I think she helped make money for the family and that's responsibility.

Eliah: Do you think she should have gotten in trouble for what she did?
In a way I do, but in another way, I don't. Sometimes when your parents get mad they will get you in trouble, but I don't think she did.

Louann: I think she shouldn't have gotten in trouble. She was trying to help.

Eddie: I think she should have because my brother would have gotten in trouble if he'd done that.

Eliah: I drew a picture, but it wasn't the best. I tried to put color in there.

Louann: I think it was pretty good but she shouldn't be smiling.

Eliah: I tried, but it was hard and late at night and I was hurrying.

Louann: I like the way you did her hair with the coat and the pattern.

Eliah: I tried to put detail on there.

Louann: The book takes place in Bangladesh which is a country in south Asia. The language is Banglada. I wonder if they have bangle bracelets. They play cricket and football.

Eliah: Do you mean American football or soccer football?

Louann: I'm not sure.

Eliah: Can you tell by the spelling? It's cool that we play cricket too.

Eddie: I found an interesting word, kerosene. I found out that its oil used for heat and light. I didn't know that and it sounded strange to me.

Louann: Does it look like something on the wall that they light?

Eliah: That's a good hypothesis.

Eddie: Actually the book says they light it in lanterns so you can probably find it in ovens.

Louann: It's probably something you could carry around like a candle with oil in it.

Eddie: Another interesting word is enamel. It means glossy.

Louann: Our clay here gets glossy after you paint it and put it in the kiln.

Eliah: Enamel is the white part of the clay.

Eddie: There are several meanings to the word.

Eddie: I shared it because it was strange, but familiar. Mosque is another word. It is a Muslim temple. This word might be important later in the book.

A Single Shard (Park, 2003)

Coco: Why did Min give up the choice of letting the missionary show his work to thousands of people? It would have been a great publicity for him.

China: Vessels is a neat word. It is a piece of pottery for holding things.

David: I drew a picture of Tree-Ear taking Min's work to the royal palace.

Joshua: I found out that Linda Sue Park has been writing poems since she was 4 years old.

Coco: Why does the gift of making pots have to be passed on from father to son? I think it's not fair that Min can't teach Tree-Ear how to make clay pots.

China: I thought the word eavesdrops was interesting. The definition for it is to listen to other's conversation secretly.

David: I think they do that because it's a tradition in Korea.

Joshua: Then she wrote *See-saw Girl* which was her first kids' book.

Coco: My last question deals with one of our global attitudes. When Min's wife told him to call her ajima which means aunt, I think she showed him respect.

Joshua: I agree with Coco.

CURRICULUM VITAE

Tonya Salisbury
330 Leighton Court
Westerville, OH 43082
salisburytonya@aol.com

<u>Education</u>
Walden University
June 2006-July 2010
Educational Doctorate Teacher Leadership and Instruction

Ashland University, Columbus, OH/Otterbein College, Westerville, OH
June 2000-2005
Took various classes to renew teaching certification and refresh knowledge of current
trends in education

Otterbein College, Westerville, OH
March 1996
M.A.E. Reading Diagnosis and Instruction
Completed the first portfolio thesis project in the history of Otterbein College titled
"Making Reading Meaningful: Personal Development as a Reading Teacher Emphasizing
the Use of Read-Alouds and discussion to enhance Vocabulary Development in
Students"

Otterbein College, Westerville, OH
June 1992
B.S. in elementary Education
Completed all course work for a degree in elementary education with a concentration
area in the French Language. Studied in Paris, France for one trimester.

<u>Employment</u>
2002-present
Emerson world Languages and Cultures Elementary Magnet School
Westerville, Oh

4th Grade Teacher

2000-2002

Annehurst Elementary School

Westerville, OH

4th Grade Teacher

1996-2000

Lincoln elementary School

Gahanna, OH

3rd/4th Grade Teacher-Looped third-grade students up to grade four. As an interesting side note, about 4/5 of the class were also in my first-grade classroom.

4th Grade Teacher (1997-1998)

1st Grade Teacher (1996-1997)

1995-1996

Goshen Lane elementary

Gahanna, OH

4th Grade Teacher

1992-1995

Lincoln Elementary

Gahanna, OH

Intern-Participated in a team teaching experience in a third-grade classroom, participating in all aspects of teaching with a certified teacher.

Related Professional Experience

Literacy Intervention Coordinator (2000-2009)

Young Author Coordinator (2002-2008)

Assessment for Learning Committee Member (2006-2009)

Junior Achievement Coordinator (1996-2008)

Trained-Level One International Baccalaureate (2002)

Computer Systems Operator (2000-2002)

School-To-Work Teacher Leader (2000-2002)

Character Education Committee (2000-2001)

Curriculum Mapping (1998-2009)

President-All the Children of the World Academy Parent Teacher fellowship (2001-2001)

Peer Tutor Advisor (1997-2000)

Right-To-Read Week Coordinator (1992-1995, 1997, 1998)

Reading committee representative (1994-1995)

Innovative Assistance Facilitator (1995-1996)

Reading Tutor Otterbein College Reading Clinic (1994-1995)

Freelance Writer/Published in "Teachers in Focus" Magazine (1996)

Affiliations/Honors

Martha Holden Jennings Scholar 2008

Teacher of the Year Westerville City Schools 2007

Disney Teacher Award Nomination (1999)

Phi Sigma Iota/International Foreign Language Honor Society

Kappa Delta Pi/International Education Honor Society

Otterbein Scholar Award

Endowed Academic Scholar

Graduated B.S. with departmental honors