

CHANGES IN ATTITUDES ABOUT DIVERSITY OF PRESERVICE TEACHERS IN
A CHILDREN'S LITERATURE CLASS

By

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To all those individuals and groups that embrace, nurture, and work for social justice

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May 2007

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Cochair: Richard L. Allington
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Given the overwhelming body of research addressing the cultural gap between preservice teachers and the students they will ultimately teach, as well as the ineffectiveness of teacher application of multicultural theory to schooling, and shortcomings of multicultural education in teacher training programs, further research was needed to critically examine these issues.

The purpose of this study was to understand how experiences in children's literature classes influence preservice teachers' beliefs about diversity. The research concerned the critical examination of preservice teachers' knowledge, attitudes and commitment to diversity in children's literature classes so as to improve the multicultural aspect of educational courses. In the process, I examined theories and practices of multicultural education and research findings on multicultural education to examine numerous variables and qualitative data that influenced preservice teachers' beliefs about diversity.

For this study I employed a mixed method research design, using both qualitative and quantitative data collection and analysis methods. A demographic section of a survey of students' attitudes toward diversity provided the preservice teachers' demographic

variables and their influences on students' beliefs on the issues of diversity. I used statistical analyses of survey results as sources of data for addressing students' changes of beliefs related to diversity issues. Interviews, observations and students' written assignments in one section of children's literature class comprised the qualitative data collection and analysis.

Both qualitative and statistical analyses of the data indicate that religious denomination and cross-cultural friendship involvement as demographic variables significantly predicted scores on all the surveys. Another important implication of these analyses is the closing gap between students who had lower scores and higher scores on the pre surveys.

The implications for multicultural education and, professional development are discussed. My study contributes to this limited body of literature, helping to develop a better understanding of how children's literature classes can affect students' attitudes toward the issues of diversity.

CHAPTER 1 INTRODUCTION

A growing number of American schools enroll students a complex mix of races, cultures, languages, and religious affiliations. However, the adults who teach this mix of children remain largely homogeneous – white, female, monolingual, Christian adults. The work of recent scholars and census data reflect growing concern with the cultural gap between the children in the schools and their teachers (Banks, 2004; Cochran-Smith, 2004; Gay, 1992; Nieto, 2004; Sleeter & Grant, 1999). We must also acknowledge that this gap is increasing year by year.

From a large quantity of research studies over a number of years, the evidence of demographic imperative includes information in three areas: diverse student population, the homogeneous teaching force, and “the demographic divide” (Gay, 2000; Hodgkinson, 2001, 2002).

Drawing information from Census 2000, educational demographer Harold Hodgkinson (2001) points out that 40% of the school population is now from racially and culturally diverse groups and this varies from 7% to 68% depending on the state. If recent projections are accurate, the statistical majority of the student population by 2035 will consist of children of color (Villages & Lucas, 2002).

The most recent information available on the nation’s teaching force draws a profile that is very different from the student profile. White teachers currently represent 86 % of the teaching force and the vast majority (80%-93%) of students enrolled in teacher education programs are white students. It seems that the teaching force profile

will remain primarily White European American. The educational implications of these differences between student population and teaching force are far greater than statistical numbers if we look at the experiences of most teachers who speak only English while many students speak a first language that is not English (Gay, 1993; Irvine, 1997).

Also conditions of students with and without the advantages of race, culture, language, and socioeconomic status, as well as the access to resources like equipment, supplies, physical facilities, books, computer technology, and class size, show huge differences between urban, suburban and rural schools (Cothran & Ennis, 2000; Darling-Hammond, 1995; Dilg, 2003; Gould, 1996; Kozol, 1991, 1995).

According to the National Commission on Teaching and America's Future (NCTAF) (1996), the United States is producing enough teachers as a nation to fill all of the openings. The problem is that these graduates are not necessarily in the subject areas where they are needed, and they do not want to go to the schools where they are most needed. For example Zeichner (2003) stated that in high-poverty schools, classes are 77% more likely to be assigned an out-of-field teacher than classes in low-poverty schools. Also he stated that classes in which the majority is non-White students are 40% more likely to be assigned an out-of-field teacher than those in mostly White schools. What is harder to ascertain can be figured out from the National Education Association's "Status of the American public school teacher, 2000-2001" which shows whether all students have access to the tools, knowledge, and guidance they need to succeed. In many areas addressed in this report: from teacher quality, to school building conditions, the indications are that many students do not have the same opportunities to learn, when compared to those in schools with largely high-income populations or in schools with a

low proportion of ethnic minority students. As Nieto (2002/3) stated, “... the children who need the most get the fewest funds and resources” (p. 9).

In addition to the clear demographic arguments that support its importance, multicultural education is strongly associated with the concepts of social justice and equity. Teachers must be familiar with the principles of multiculturalism in order to promote a just environment favorable to learning. Nel (1992) is brief in her summation of multicultural education and its relationship with teachers:

The crucial factor in the ultimate success or failure of multicultural education in our schools is the teacher... The major task now is to educate the 90% White teacher corps to become effective and caring educators in schools where minority children are fast becoming the majority (p.23).

Harbour, Middleton, Lewis and Anderson (2003) reviewed 10 years of multicultural research (1990 to 2000) to explain why multicultural education is important. They argue that it counters integration/assimilation tensions that remain unresolved, specifically, dominant culture privilege, assimilation pressure, acculturative stress, different definitions of personal and professional success, and equity of access to critical resources. Some scholars describe multicultural education as a tool to change teacher thinking to maximize student learning (Bynoe, 1998). By educating preservice teachers about multiculturalism, these teachers can become advocates for the many culturally diverse students in our schools.

Statement of the Problem

One of the important implications of the current demographic data is the need for courses to prepare new teachers for diversity they will encounter in their classrooms. Beginning in the late 1970s and early 1980s, many teacher education programs across the country began to include multicultural and diversity issues in the curriculum. Banks

(1989, 2002) described a hierarchy of four curricular models to integrate multiculturalism into the curriculum. Banks' typology on multicultural curriculum reform is one of the most widely referenced theoretical frameworks in both academic and practitioner journals in multicultural education. These levels are:

- The contributions approach,
- The additive approach,
- The transformation approach
- The social action approach.

Rasinski and Padak (1990), Bieger (1996) and Halagao (2004) examine these models in relation to literature connections and classroom applications. They provide a framework to address possible response based connections between the reader and multicultural literature. Many scholars argue that one of the main problems in classrooms, according to these models, is the teachers' lack of comfort with multicultural literature, and confidence beyond the first level. Halagao (2004) stated that:

Teacher educators of multicultural education use Banks' (2002) typology to help pre-service and in-service teachers move from integrating cultural content from a superficial level to a more socially reconstructive approach in their curriculum. But to many of these students, these approaches are a theoretical jargon to learn and memorize, but not to incorporate into their daily teaching.

To implement multicultural education successfully the entire school environment is required to modify; just modifying one or two areas among these components will not be sufficient (Banks, 1993; Menkart, 1999; Pullen, 2000). For example, although many textbooks that are used in classrooms value and identify a broad variety of cultures, they will not be powerful in the hands of a teacher who does not respect children's different cultural backgrounds. All essentials of the school surroundings must mirror multicultural ideas for the reform to be successful.

Focusing on student engagement within diverse school communities, McMahon (2003) argue for the adoption of an approach to education that combines a form of critical pedagogy and antiracist multiculturalism, she stated that:

Rather than embrace critical pedagogy, some schools and school boards address the issue of diversity by offering courses targeting specific groups: such as Black History, Women's Issues, or Native Studies. . . . Instead of providing opportunities for empowerment, these token gestures toward inclusivity actually serve to further marginalize peoples' histories and cultures and maintain dominance. (p.263)

Gay (1995) and Sleeter (2001) claimed that application of multicultural theory to schooling is often inconsistent and ineffective. There is a large quantity of research that supports the ineffectiveness of application of multicultural education to the current teacher education programs. Terrill and Mark's (2000) study showed how different preservice teachers' expectations for schools with children of color and second-language learners are from the reality. Preservice teachers expected higher levels of discipline problems, lower levels of parental support, higher levels of child abuse, fewer gifted and talented students, and lower levels of motivation in the schools with children of color. Kagan's (1992) observation focused on the preservice teachers' experiences. She stated, "candidates tend to use the information provided in course work to confirm rather than to confront and correct their preexisting beliefs" (p.154). Jordan (1995) described the resistance problem in suggesting that "Many pre-service teachers resist the painful process of confronting their own prejudices, and this may be attributed to different levels of readiness or differences in personal and intellectual development" (p.373).

Finney and Orr (1995) found that although the majority of teacher candidates learned something positive from a multicultural education course, they still failed to recognize the economic, political, and sociocultural context that leads to racism and white privilege. Similarly Ahlquist (1992) indicated that,

Whether unconscious or conscious, intentional or unintentional, prospective teachers find it difficult to accept that whites have benefited economically, socially and psychologically from institutional and interactional racism, and males have benefited from sexism (p.89).

In their article, Asimeng-Boahene and Klein (2004) tried to find the answer to the question of why educators should be concerned with cultural diversity in the classrooms, spotlighting on demography, stereotyping, socio-economic class, different learning styles, and achievement processes. They stated that:

...today's teacher candidates need to know that there is a diverse world in their future classrooms. This issue should and must be addressed through instruction that informs teacher candidates about (1) current demographics, (2) legislation to protect under-represented groups, and (3) antibias instructional tools and practices (p.51).

Ng (2003) discussed the four particular shortcomings of multicultural education in teacher training programs. According to Ng, the first problem is related to conceptual understanding of multicultural education. Separating it from its foundation in historical and political movements of social change, results in a limited understanding of the concept of multicultural education. This perspective leads to an emphasis in teacher training in the use of alternative types of educational materials, activities, and social skills rather than a fundamental awareness of a lived theory in practice. The second problem deals with the functions of multicultural education in teacher training programs. Ng stated, "A lack of attention to the implicit, suggested messages fueling the program can be of great detriment to a program's overall effectiveness" (p.99). The third problem is that instruction regarding multicultural education in teacher training too often lacks insight into the social and psychological situations of the participant as they encounter various stages of racial identity development. Finally, as Ng stated:

The absence of a sincere critique of White privilege in multicultural education allows for the continuation of ignorance regarding institutional and societal forms

of oppression, and assures the current status of multicultural education as anything but revolutionary (p.99).

Multicultural education is more than content; it includes policy, learning climate, instructional delivery, leadership, and evaluation (Banks, 1994; Bennett, 2003; Gay, 2004; Grant & Gomez, 2000). But it must become an integral part of the teacher preparation experience instead of just one isolated course. Gay (2003/2004) stated that:

In its comprehensive form, it must be an integral part of everything that happens in the education enterprise, whether it is assessing the academic competencies of students or teaching math, reading, writing, science, social studies, or computer science. Making explicit connections between multicultural education and subject- and skill-based curriculum and instruction is imperative (p. 31).

One essential component of a teacher education program therefore is to foster the attitudes, skills, and knowledge preservice teachers will need to work effectively with diverse students. Because the cultural and ethnic backgrounds of children in schools today are vastly dissimilar to those who teach them, preservice teachers who have not developed their awareness, knowledge, and skills for working with diverse populations will be inadequately prepared to meet the demands of classrooms in the diverse American society.

Purpose of the Study

Focusing on theories and practices of multicultural education and the importance of research findings on multicultural education, it is important to critically examine preservice teachers' knowledge, attitudes and commitment in educational courses such as children's literature classes so as to improve multicultural aspect of educational courses. Therefore the purpose of this study is to understand how experiences in children's literature classes influence preservice teachers' beliefs about diversity. Specifically, this study addressed the following questions:

- How do the political and social aspects of the demography of preservice teachers' influence their beliefs on the issue of diversity?
- What are the changing attitudes and beliefs, if any, of preservice teachers' views on the issue of diversity over the course of a semester in children's literature classes?
- How do larger contextual factors such as power, privilege, and oppression affect the ways in which preservice teachers construct beliefs about diversity in children's literature classes?

Significance of the Study

Laubscher and Powell (2003) explored their experiences as professors who teach about difference and are themselves considered "different" or "other." The authors describe how society and their students perceive them, and illustrate the unique pedagogical opportunities that their course offers them and their primarily White, able-bodied, and socioeconomically advantaged students to struggle not only with the theory, but also with the experience, of 'difference.' They stated, "We believe that richer learning is possible through attention to such politics of difference, as opposed to add-on multiculturalism that 'celebrates' exotic otherness as diversity" (p.221).

After examining international movements regarding preparing teachers for anti-oppressive education, Kumashiro, Baber, Richardson, Ricker-Wilson and Wong (2004) stated that:

While theories and recommendations continue to proliferate in the educational research literature on what it means to teach towards social justice and to prepare teachers for such teaching, so do concerns that these theories and recommendations fail to account for the ways that the contexts of teaching--cultural contexts, national contexts, political contexts--always affect teaching in idiosyncratic, unpredictable and even contradictory ways (p. 257).

Given the overwhelming body of research addressing the cultural gap between preservice teachers and students (Banks, 2004; Cochran-Smith, 2004; Gay, 1992; Nieto, 2004; Sleeter & Grant, 1999), ineffectiveness of application of multicultural theory to

schooling (Bieger, 1996; Gay, 2004; Gay, 1995; Rasinsky & Padak, 1990; Sleeter, 2001) and shortcomings of multicultural education in teacher training programs (Ahlquist, 1992; Asimeng-Boahene & Klein, 2004; Finney & Orr, 1995; Jordan, 1995; Kagan, 1992; Kumashiro, Baber, Richardson, Ricker-Wilson & Wong, 2004; Laubscher & Powell, 2003; McMahan, 2003; Ng, 2003; Terril & Mark, 2000), further research is needed to critically examine these findings.

Critical intellectuals is a term used by Giroux and McLaren (1986) to define teachers but as stated by Haerr (2004):

...teacher education programs do not give preservice teachers the knowledge or the skills to address issues of social justice or to even critique the curriculum they are expected to implement. Instead the programs focus on the technical, such as behavioral management techniques to maintain order and control, and learning to write lesson plans which cover state mandated course objectives in order to prepare students to pass state tests.Preservice teachers are apparently not expected to develop curriculum, but only to interpret and implement it (p.141).

This knowledge can have implications for teacher training programs in the development and integration of multicultural curriculum classes in their programs for preservice teachers. Even though there are several studies and research reports available on undergraduate students' beliefs regarding diversity, and multicultural education, I have found only a few data-based research reports about the changing attitudes of students in children's literature classes. This study will contribute to the limited body of literature, thus helping to develop a better understanding of how children's literature classes affect students' attitudes toward the issue of diversity.

Why Children's Literature?

The National Council of Teachers of English Resolution on preparing and certifying teachers with knowledge of children's and adolescent literature proposed that:

Teacher education should provide the chance for teachers to study a wide selection of books for children and adolescents, including texts from diverse cultures, genres and historical periods. Such preparation should also involve a broad view of the appropriate and effective uses of this literature in classrooms and an understanding of the issues associated with such a curriculum (NCTE, 2002).

Allington (1995) critiqued a typical day in an elementary school classroom:

“Children work, teachers correct and grade, no one ever discusses the work, the content, the thought, or the response” (p.11). Therefore teacher education programs should support beginning teachers as they learn what they need to know in order to create successful classrooms. Teacher education classrooms are places where beginning teachers take part in experiences that can shape their classroom practices. These classes help future teachers situate their classroom in the larger social and political context. Children’s literature classes, in particular, become venues for teaching about multicultural education and children’s literature and for developing skills for critical analysis of learning materials. Through responses to their readings in professional literature, and in children’s books, students have an opportunity to work with their peers to learn new ways of making meaning that can apply to their future students. As Apol (1998) stated, “Children’s literature is a form of education and socialization, an indication of a society’s deepest hopes and fears, expectations and demands” (p. 34). Beyond being a requirement of the program, students often attend children’s literature classes to learn what new children’s books have been written, what books are popular with children and teachers and how to integrate children’s books into the curriculum rather than focusing on transactions with literature or readings through critical literacy (Harste, 1989; Pflieger, 1994). This is an indication of what Griffith (2001) described as students coming to children’s literature classes with their own goals and agendas.

Both Brookfield (2005) and Branch (2005) had similar arguments. Inspired by his students comments like “I still don’t see why we had to read all this critical theory. What’s Gramsci got to do with adult education” (p. vii), a teacher of critical theory for graduate students, Brookfield (2005) drew on the works of Marx, Adorno, Fromm, Horkheimer, Althusser, Foucault, Marcuse, Habermas, hooks, Gramsci, Davis and others to illustrate the usefulness of critical theory in helping students understand and then change the world in “Power of Critical Theory: Liberating Adult Learning and Teaching”. From his experiences in introduction to multicultural education courses with preservice teachers, Branch (2005) categorized and answered six types of questions that were pointed out by his students. These questions were related to its importance, target population, focus, curricular design, relevance to other areas and who’s responsibility. More specifically these questions are “What is the importance of multicultural education? For whom is multicultural education designed? Will the focus on differences and issues of racism divide our nation against itself? What is the curricular composition of multicultural education? How is multicultural education relevant to the “hard sciences,” e.g., mathematics? Who can accomplish multicultural education?

As sites for cultural, historical, political, and social construction of literary conversation; places where texts have meaning beyond sign systems, language structures, and ideologies (Apol, 1998), and areas where reflections of multicultural themes can be the focus, children’s literature classes that utilize critical literacy theory and transactional theory as a framework, provide an opportunity for students to examine their own beliefs and attitudes regarding the issue of diversity.

To better understand the potential of children's literature as texts for teacher preparation Brenner (2003) described the learning constructed by two preservice teachers, who read and interpreted a children's novel in an introductory teacher education course. This study showed that reading and talking with others about a children's novel helps elucidate a set of academic theories about teaching and content. Children's literature holds potential as a pedagogical tool for helping preservice teachers gain experience with issues and teaching methods such as the nature of learning and the role of the teacher.

Thus, an opportunity to explore cultural diversity can be provided within the context of a children's literature course in teacher education so that preservice teachers may begin to construct a personal framework to address multiculturalism.

Limitations of the Study

My study is limited to examining students' attitudes toward the issue of diversity in children's literature courses in the academic semesters of 2004, 2005, and 2006. The information collected in the qualitative part of this study emerges entirely from the perceptions and reflections of the participant's experiences in one children's literature classroom. The findings cannot be generalized to apply to all areas of teaching. Particular aspects and general themes emerging from the study may be transferable to another context.

Personal Involvement

Teaching about diversity and helping students who have been traditionally underrepresented to bring their needs forward and achieve success in schools has always been important to me. My interest in teaching and learning about diversity comes from my experiences as a male working class member, who has been both a student (primary

school to graduate school) and a teacher (elementary school teacher for six years and teaching assistant in a college of education). I am a Turk, born and raised in Turkey, and my early educational experiences occurred predominantly within public schools and colleges. Even though Turkey has a mixed cultural setting, in those almost exclusively Turks-dominated institutions, aspects of cultural identity such as class, gender, ability, and other social groupings are not valued or addressed in the overall pedagogical practices and curriculum. At the time that I was going to school, the “banking method” (Freire, 1970) of education excluded bringing student experiences into the classrooms. I found no positive representation of my culture in the textbooks. In and out of school, I had experiences that helped me understand how larger societal issues impacted me. I have a working-class background. In her book, *Where we stand: Class matters*, hooks says about her mother “All her dreams were about changing her material status” (p.13). My mother’ dream was the same, to change her material status, but for her children rather than herself. Like hooks (2000) describes, my dad had the power over the family because he was working and making money. hooks says “Being the man and making the money gave daddy the right to rule, to decide everything, to overthrow mama’s authority at any moment” (p.19).

In *Where we stand: Class matters*, hooks talks about segregated schools and she says, “When those children were treated better, we thought it was because they were prettier, smarter, and just knew the right way to act” (p.21). Not for the racial reason, hooks describes, I, too, thought the same way because rich and upper class children were treated better than working class children in our schools. I was living in a small village and there was no high school. I had to go to the nearest town to attend high school, which

was 6 miles away from home. On the first day of high school, school administrators divided us into two groups, from villages (mostly working-class and farmers' children) and those who lived in the town, to place students in classrooms.

hooks (2000) states that, "Slowly I began to understand fully that there was no place in academe for folks from working-class backgrounds who did not wish to leave the past behind." (p.36). After working as a classroom teacher, I returned to the university to take educational administration courses. Technically I became a part of the middle class, but that was not who I was in reality. When we talked about summer vacation in a group of friends, I was talking about fishing, reading books, spending time with my parents while they were talking about visiting many places which I had never even heard of, skiing even, in summer. Pierre Bourdieu (1990, 2004) introduced the importance of social and cultural capital, noting that money or economic capital alone does not determine a person's social standing. Nieto (1999) noted the following:

Most schools are organized to reflect the cultural capital or privileged social and cultural groups; in the United States that group is middle-class or upper class, English speaking Whites. As a result of their identity, some children arrive at the schoolhouse door with a built-in-privilege because they have learned this cultural capital primarily in the same way as they have learned to walk, that is, unconsciously and effortlessly (p. 55).

Both Nieto and hooks highlighted the importance of understanding the impact of class issues on students and their learning styles as well as the inherent classism that exists in current pedagogical approaches. When school are organized to reflect the cultural capital of upper-and middle-class individuals, educational structures automatically set up classroom environments that may limit the achievement of persons from lower-social-class backgrounds.

During my early years of teaching, I was often overwhelmed with everything that was incorporated into our curriculum every day. Every subject came with either a textbook or a workbook. During my first couple years of teaching, I experienced some parts of Rosenblatt's theory and critical literacy because, as an avid reader myself, I often made personal connections to the stories I read, and always wanted to talk about my books with middle grade students, but not with early grade students such as first and second graders. Even though none of us knew what to call it at the time, we were using these strategies. I was a new teacher and although I could not theoretically understand why the language arts curriculum I was given did not seem right, I knew that something was very wrong.

In time, I realized that the strategies our curriculum recommended did not support students' literary experiences. Through my years of experience in language arts classrooms we challenged the characters' behavior and questioned the society in which we were living. And most importantly I came to realize that not only middle grade students but also students in early grades could carry on complex discussions about characters and plot as they interpreted stories from their individual perspectives. Another important aspect of these experiences was that my students and I started to move from our individual responses to look at the larger social systems at work.

Over the years my educational background has been a major reason for my wanting to explore teaching and learning about diversity to enable all students to succeed. My interest with multicultural education involves helping students and teachers acquire the knowledge and skills necessary for understanding and working with people from diverse cultural groups. The idea for this study did not just come with a simple search; it has a

history that includes my experiences both living in different cultures and many years of teaching experience.

CHAPTER 2 LITERATURE REVIEW

Conceptual History and Definition of Multicultural Education

Cochran-Smith et al., (2004) described the early years of the twenty-first century as the best and worst of times in terms of multicultural education. On one side, they say “it is a time for celebration and hope—a time of heightened attention to issues of diversity and schooling” (p.931). Gollnick’s (1995) analysis of national and state policy initiatives regarding multicultural education refers to the requirement of the study of ethnic groups, cultural diversity, human relations or multicultural education as parts of teacher education programs in 40 states. On the other hand, they say, the early twenty-first century is indicative of the worst of times as the federal government funded a major synthesis of the research on teacher preparation organized around five major questions, none of which have to do with preparing teachers for diverse populations (Wilson et al., 2001). Indeed, Cochran-Smith et al., (2004) stated:

Perhaps worst of all, in some states, a significant influence on teacher certification and/or program approval regulations is the assumption that multicultural education is a pernicious political agenda that is anti-White, anti-intellectual, and anticapitalist (p.932).

Multicultural education as an educational philosophy and ideology was born out of the civil rights movements of the 1960s and the early 1970s. Early studies in the field of multicultural education commonly challenged the neutrality of knowledge and the centrality of white men in curriculum. Supporters sought to develop a sense of group pride and to teach about discrimination against minority groups. Boyle-Baise (1999)

focused on the development of multicultural education since the 1960s, and presented a framework for viewing the development. Boyle-Baise (1999) conducted a qualitative study to explore the historical trends in multicultural education. The primary information came from interviews with scholars who were central in founding the field such as James A. Banks, Carl Grant, Christine Bennett, Geneva Gay, Carlos Cortes, Donna Gollnick, Wilma Longstreet, and Christine Sleeter. Based on this research study, the conceptual history of multicultural education has gone through the following periods:

- Quest for ethnic content,
- Movement from multiethnic to multicultural education,
- The move to greater inclusion,
- Searching for conceptual clarity.

The first generation of scholars in multicultural education came to the field from ethnic studies. This was during the time period Banks calls ‘a quest for ethnic content’. Banks, Gay and Grant also were interested in strengthening educational access and achievement for children of color. Many early scholars moved in an evolutionary fashion from ethnic to multiethnic to multicultural studies (Boyle-Baise, 1999).

Multicultural education, as a field of study contains a multitude of themes. By the latter 1980s, multicultural education meant different things to different people. In search of conceptual clarity, Sleeter and Grant (1987) reviewed the literature about multicultural education. They found five broad categories within the field including:

- Teaching the culturally different,
- Human relations,
- Single group studies,
- Multicultural education,
- Education that is multicultural and social reconstructionist.

In *Making Choices for Multicultural Education*, they supported an approach called “education that is multicultural and social reconstructionist.” This approach emphasized educational responsiveness to the social/structural inequality of people of color (Sleeter & Grant 1999).

Banks (2004) pointed out that a successful implementation of multicultural education requires institutional change including, changes in the curriculum; the teaching materials; teaching and learning styles; the attitudes, perceptions, and behaviors of teachers and administrators; and the goals, norms, and culture of the school.

He emphasized that many of the educational organizations and practitioners have a limited conception of multicultural education, viewing it primarily as curriculum reform that involves only changing or restructuring the curriculum to include content about ethnic groups, women and other cultural groups.

One important idea that can be drawn from this argument is that various dimensions of multicultural education must be more clearly described, conceptualized, and researched. In his literature review, Banks (2004) used five dimensions to conceptualize multicultural education. These dimensions are:

- Content integration, which describes a teacher's efforts to integrate examples and content from a variety of cultures and groups when they teach particular subjects
- The knowledge construction process, whereby teachers aid students in understanding how implicit cultural assumptions, frames of reference, and bias influence the constructed knowledge within a particular discipline
- Prejudice reduction, which highlights the teacher's focus on the characteristics of students' racial attitudes
- An equity pedagogy, as a goal of the teacher who prioritizes the academic achievement of all students;
- An empowering school culture, which is the attention paid by the entire school to issues of equity and interactions between members of the school community across

ethnic and racial lines, for the express purpose of developing a school culture of empowerment for all students.

Even though this typology provides a way to organize and make sense of complex and disparate data and observations, he stated that like all classification schemas, it has both strengths and limitations.

Banks (1989) described a hierarchy of four curricular models to integrate multiculturalism into the curriculum. Banks' (1989) model includes four levels as the contributions, additive, transformative, and social action approaches. The first two levels of the model, the contributions and additive approaches, are the levels that have been focused on the heroes-and-holidays to include multicultural issues. Banks saw these approaches as superficial because they do not question the basic assumptions of traditional Eurocentric school curricula. It is only in the transformative and social action approaches that students are challenged in this direction. These levels provide a framework for examining how multicultural education can be theorized and implemented for many researchers. Rasinski and Padak (1990), Bieger (1996) and Halagao (2004) examined these models in relation to literature connections and classroom applications. As stated earlier they provide a framework to address possible response based connections between the reader and multicultural literature. Many scholars mention that one of the main problems in classrooms, according to these models, is the teachers' lack of comfort with multicultural literature, and confidence beyond the first level.

Birkel (2000) examined the term "multicultural education" as used in the field of multicultural education and she points to several misconceptions. She wrote:

The goals of multicultural education are to promote better understanding among our people, to reduce prejudice, to fulfill the democratic ideal of equality under the law and freedom of thought and action within established law. It seeks to fashion unity in diversity through the idea of cultural pluralism. It aims to develop an

appreciation of the contributions to our country and to humankind made by people from all elements of our society (p.30).

Definitions of multicultural education vary widely depending on the content selection, methodological focus, and referent group orientations. The following are the major definitions of multicultural education defined by the influential scholars in this field.

Banks (1993) identified the major components when he explains that multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of educational institutions. Garcia (1982), and Frazier (1977) stated that multicultural education is a concept, a framework, a way of thinking, a philosophical viewpoint, a value orientation, and a set of criteria for making decisions that better serve the educational needs of culturally diverse student populations. As a concept, idea, or philosophy, multicultural education is a set of beliefs and explanations that recognizes and values the importance of ethnic and cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities of individuals, groups, and nations.

Grant (1977) connected multicultural education to its own value traditions by defining it as a humanistic concept; establishes it as a condition of quality education for culturally pluralistic student populations; and suggests that it is based upon the principles of equality, human rights, social justice, and alternative life choices. The conception of multicultural education as an alternative way of thinking about how to provide quality education for diverse groups within the context of democratic ideas is further refined by Banks (1990), Bennett (1990), Sleeter (1991), and Nieto (2004).

Increasingly, multicultural education is seen as a process instead of a product. As a process, it is a way of thinking, a decision-making style, and a way of behaving in educational settings that is pervasive and ongoing (Banks, 1993). It requires long-term investments of time and resources, and carefully planned and monitored actions.

Sleeter and Grant (1988) captured the essence of this conception when they explained why they prefer to use “education that is multicultural” to identify the enterprise instead of “multicultural education”. Rather than a specific, discrete education program (such as social studies, bilingual, or science education), they see multicultural education as a different approach to the entire educational enterprise in all its forms and functions.

Probably the most inclusive and eclectic definition of multicultural education is one by Nieto (2004, 2006). While many other scholars use multiple elements such as content, process, ideology, and reform in their conceptions of multicultural education, Nieto's is by far the most comprehensive. She places multicultural education in a sociopolitical context, and incorporates substantive and procedural components, outcome expectations, and some interpretive comments. The result is a synergistic composite that includes some features of most of the various types of definition discussed above. Nieto stated (2006):

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (such as ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education furthers the democratic principles of social justice (p.228).

She emphasized seven basic characteristics of multicultural education in her definition. These are:

- multicultural education is antiracist education.
- multicultural education is basic education
- multicultural education is important for all students.
- multicultural education is pervasive.
- multicultural education is education for social justice.
- multicultural education is a process.
- multicultural education is critical pedagogy (p.228-229).

Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, and Stephan (2001)

reviewed and synthesized the research related to diversity. They organized their findings under five categories including 12 essential principles. These categories and principles are:

Teacher Learning

Principle 1. Professional development programs should help teachers understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior

Student Learning

Principle 2. Schools should ensure that all students have equitable opportunities to learn and to meet high standards.

Principle 3. The curriculum should help students understand that knowledge is socially constructed and reflects researchers' personal experiences as well as the social, political, and economic contexts in which they live and work.

Principle 4. Schools should provide all students with opportunities to participate in extracurricular and cocurricular activities that develop knowledge, skills, and attitudes that increase academic achievement and foster positive interracial relationships.

Intergroup Relations

Principle 5. Schools should create or make salient superordinate or cross-cutting groups in order to improve intergroup relations.

Principle 6. Students should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.

Principle 7. Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).

Principle 8. Teachers should help students acquire the social skills needed to interact effectively with students from other racial, ethnic, cultural, and language groups.

Principle 9. Schools should provide opportunities for students from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.

School Governance, Organization, and Equity

Principle 10. A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions in order to create a caring learning environment for students.

Principle 11. Leaders should ensure that all public schools, regardless of their locations, are funded equitably.

Assessment

Principle 12. Teachers should use multiple culturally sensitive techniques to assess complex cognitive and social skills p.196-203.

In the context of teacher education Cochran-Smith (2004) designed a conceptual framework for educators, policy makers, researchers, and others to make sense of the many instantiations in research, practice, and policy of policy what it means to recruit, prepare, support, and assess teachers for a multicultural society to understand the multiple meanings of multicultural education. She explained any instance of research, practice, or policy related to multicultural teacher education implicitly (or explicitly) answers eight key questions: the diversity question, the ideology question, the knowledge question, the teacher learning question, the practice question, the outcome question, and the selection question (Cochran-Smith, 2004). In addition to these eight key questions she explained

three external forces (institutional capacity, governmental/nongovernmental regulations, relationships with local communities and schools), and the larger historical and social contexts related to preparing teachers for diverse populations.

From this review of literature on multicultural education, the definition of multicultural education can be found in several different ways, and educational practices described as multicultural are implemented based on several different frameworks. Many scholars agree on the definition of multicultural education that multicultural education as a philosophical concept and an educational process (Grant, C. A. & Ladson-Billings G., 1997), and multiculturalism as a philosophical position and movement that assumes

... the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of its institutionalized structures but especially in educational institutions, including the staff, norms and values, curriculum, and student body (Banks & Banks, 1993).

Research on Undergraduate Students' Belief Systems Regarding Diversity

Several types of research methods were utilized to examine the undergraduate students' beliefs regarding diversity using qualitative, quantitative and mixed methodologies. Qualitative studies included, case studies (Causey, Thomas & Armento 2000; Smith, 2000), ethnographic studies (Davis 1995; Pattnaik & Vold 1998), critical-theory research (Levine-Rasky 2001; Noel 2003), narrative research (Clark & Medina 2000; Duesterberg 1998), action research (Graham & Young 2000), and phenomenological research (Merryfield, 2000; Paccione, 2000).

Under the quantitative research methodology, there are many surveys used in the field of teachers belief systems regarding diversity. These are *Quick Discrimination Index* (developed by Joseph G. Ponterotto & Alan Burkard 1993 and used in a case study, Garmon, 1998), *The Cultural Diversity Awareness Inventory* (developed by Henry, 1986;

used by Milner, Flowers, Moore, & Flowers (2003) as replicate an earlier study of Larke, (1990)), *Survey of Multicultural Education Concepts* (SMEC) (used by Moore, Reeves-Kazelskis (1992)), *Semantic Differential Cultural Survey* (used by Tran, Young, & DiLella (1994)), *Personal and Professional Beliefs about Diversity Scale* (developed by Pohan, and Aguilar (1994)), *Modern Racism Scale* (developed by McConahay, Hardee, & Batts, (1981) used by Chang (2002)), *Multicultural Competency Questionnaire (MCQ)* (used by King, & Howard-Hamilton (2003)). To measure preservice teachers' beliefs on the issue of diversity, many questionnaires were also developed on the basis of reviews of the multicultural education field, and interviews with scholars in the area of multicultural education (Barry & Lechner 1995; Bhargava, A., Hawley, L.D., Scott, C.L., Stein, M. & Phelps, A 2004; Hasseler 1998; Terrill & Mark 2000; Weisman & Garza 2002). Another methodological cluster used by many researchers was mixed method design. Creswell (1995) used distinction in defining four of the mixed method designs:

- Sequential studies: The two phases are separate.
- Parallel/simultaneous studies: Two phases at a same time.
- Equivalent status design: conduct both quantitative and qualitative approaches equally to understand the phenomenon under study.
- Dominant-less dominant studies: within a single dominant paradigm with a small component of the overall study drawn from an alternative design.

Tashakkori and Teddlie (1998) defined and added a fifth type of mixed method design “a multilevel use of approaches” (p.18). A review of literature on preservice teacher beliefs on diversity shows examples of each type of design: Gonzales (1993); Lee (2002); Middleton (2002); Moss (2001); Nayda (2003); Wiggings and Follo (1999).

Reviews of the research on multicultural teacher education tend to focus on three issues; I used these issues as subcategories to review the studies. These issues are:

- The effectiveness of a multicultural education course on a teacher education program
- The effects or impact of multicultural education course components or of teacher preparation program components
- Preservice teachers' beliefs, attitudes, knowledge, and perceptions about diversity.

The Effectiveness of a Multicultural Education Course on a Teacher Education Program

Ngai (2004) stated, "In order to energize K-12 multicultural education, effective multicultural education must start with teacher education" (p.321). Over the past decades, multicultural education advocates have proposed various educational strategies and teaching approaches for teacher education programs to provide preservice teachers sufficient guidance in developing knowledge, skills, and dispositions dealing with diversity issues in the classroom. Multicultural approaches and strategies in teacher education programs can heighten awareness of students to social problems regarding the issue of diversity and promote more open attitudes toward them, but the benefits range over various categories. For example in her study Nayda (2003) explored changes in teacher candidates' multicultural attitudes and knowledge as well as the factors that contributed positively to those changes. Her findings suggest that teacher candidates' multicultural attitudes and knowledge changed in a positive direction while the candidates attended a teacher preparation program. Nayda collected data from two questionnaires divided conceptually into six scales (curriculum, bilingual education, stereotypes, culturally related behaviors, building of minority pupils' self-esteem and assimilation) and semistructured interviews. She followed teacher candidates during their teacher preparation programs and found that changes seem to be influenced by fieldwork

experiences in culturally/ethnically diverse settings, courses in multicultural and bilingual education, and classmates.

Causey, Thomas and Armento (2000) examined the effectiveness of an approach on diversity issues used in an urban university during the final year of a teacher preparation program. Vosniadou and Brewer's (1987) framework was used in this study to analyze cognitive schema and cognitive changes in preservice teachers with regard to their attitudes and beliefs about diversity. Autobiographical and post-experience essays, the reflection journals, and the diversity plans developed by the students were part of the data collection procedures. The authors stated that:

Teacher education programs, in collaboration with school system educators, should address the career needs of teachers as they face the joys and challenges of diverse classrooms. We must commit to follow-up programs for our graduates if we wish to support sensitivity to cultural diversity in classroom settings over the career paths of educators (p.43).

As components of multicultural education, it is important for teachers "to affirm the cultures and backgrounds of the students" and to create "an integrated framework for the contextualizing of issues of race, class, and gender" (Van Gunten & Martin, 2001, p.39). From this perspective in 1995, Davis conducted a 2-year ethnographic study of a teacher education program that addressed the teachers' adoption of culturally responsive pedagogy. She collected data from observations in teacher education classes on language development, multicultural education, and reading and writing methods and interviews of instructors and preservice teachers. She concluded, "preservice teachers experience and ultimately adopt a meritocratic and hegemonic system of schooling in which academic performance is viewed in terms of individual abilities and based on mainstream norms" (p.553). Therefore she suggested that:

in developing teacher education curriculum and pedagogical strategies, an understanding is needed of the multiple and complex ways in which preservice teachers have developed a range of views related to minority schooling, including the nature of intellectual ability, the purpose of schooling, and the reasons for student failure (p.560).

Moss (2001) used both quantitative and qualitative data collection techniques to serve as a critical lens for teachers in promoting equity, student voice, and democratic structure guided by the researcher's interest in understanding the potential of critical pedagogy (Sleeter & McLaren, 1995). She selected fifteen participants who are K-12 classroom teachers, enrolled in a graduate level education course, *Education That Is Multicultural*, included a set of simulation activities such as stereotypes, seal hunt, star power, decisions, gifted and talented, ghetto, foods across the globe (overpopulation), balkanization, cultural heritage, and concepts. She examined the translation of multicultural learning activities in a college classroom into critical pedagogy in the public school classrooms. Survey responses indicated that there was little transference to the public school classroom in terms of using the simulated activities. However analysis of narratives reflected a change Moss (2001) stated, "Most of the teachers were critically impacted during one or more of the learning activities in a way that resulted in a broader perspective and critical self-reflection with regard to their teaching practices" (p.9).

She concluded that:

Teachers must engage in the critical pedagogical discourse in scholarship, but more importantly must apply a critical multicultural lens to teaching practices. Only, then, can critical pedagogy be translated into public school practice and allow teachers to participate in the systemic change of education from education that is monocultural to education that is multicultural (p.10).

Utilizing combined quantitative and qualitative methods to explore the attitudes, beliefs, and commitments of a predominantly Anglo-American population of preservice teachers enrolled in a diversity course, Middleton (2002) described preservice teachers'

beginning attitudes, beliefs, and commitments to diversity; changes in attitudes, beliefs, and commitments after participation in a diversity course; some theoretical underpinnings for understanding changes; and a framework for facilitating positive multicultural experiences. Quantitatively, the *Beliefs About Diversity Scale* (Pohan & Aguilar, 1994) was used as a pre- and post-test measure of self-reported attitudes and beliefs about diversity before and after participation in a diversity course. Qualitatively, data were gathered through written self-reflective journals and oral discussions regarding specific attitudes, beliefs and changes in ideologies and commitments toward diversity. Data analysis indicated a significant difference from pretest to posttest on self-reported personal and professional beliefs after participation in a diversity course and that changes are not always toward increased diversity beliefs and commitment, quantitatively and specific changes, qualitatively. And Middleton stated, “The overall picture seemed to show that regardless of the stages PTs are in, they can be taught to be more accepting of diversity given time and appropriate interventions” (p.358). Middleton proposed a thematic framework for preparing PTs to work with diverse student populations by increasing their understanding of and commitment to multicultural teaching practices as well as facilitating positive multicultural experiences:

- Approach: Nonthreatening; Cognitively and developmentally appropriate; and relevant to roles as future educators.
- Authenticity: Credible and approachable presenters/instructors; Relevant experiences; Hands-on activities; and Usable skills for future.
- Awareness and Assessment: Cognitively conscious; View self, others, world from a variety of perspectives; Time to become aware and asses new information; and Freedom to choose what to do whit the new information.
- Accountability: “Gently forced” to...; Examine own biases; Take a stand for their beliefs; Do what’s best for students (p.351).

Many teacher educators point out that teachers will “need knowledge to develop curriculum and teaching strategies that address the wide range of learning approaches, experiences, and prior levels of knowledge” (Grant & Wieczorek, 2000, p. 913).

Wiggings and Follo (1999) investigated the preparation and commitment of preservice teachers to teach in culturally diverse settings. Through questionnaires and interviews, they collected and analyzed data from select groups of students who must complete pre-student teaching field placements in at least two urban settings, at different stages of the elementary education program, and tried to determine the impact of the teacher education program on students' ability to teach in a multicultural environment. They draw the statements for questionnaires from the work of Powell, Zehm, and Garcia (1996) that divide into three broad categories: factors fostering readiness for teaching in culturally diverse settings (knowledge and skills, pedagogical issues), factors constraining readiness for teaching in culturally diverse settings (awareness of cultural differences, personal attitude), and prior experiences relative to multicultural education. In terms of direction and percentage of changed responses, all groups had a two-to-one ratio of positive to negative change for first and last categories. But, for second category they found almost as much as negative change as there was positive. As a result of this study they stated that:

We must find a way to immerse students in the culture of the school and community. Students must do more than reflect on what they see; they must also reflect on who they are. If they do not, they will never be able to ask the important questions, the difficult, sometimes tactless and embarrassing questions about cultural norms and issues they do not understand. If they do not reach a level of understanding and appreciation, we cannot expect them to reach a comfort level that will allow them to make a commitment to work with and effectively teach diverse student populations (p. 104).

Merryfield conducted a study in 2000 to look at why and how teacher educators are bridging the gap between the fields that are commonly called multicultural education and global education to prepare teachers to teach for diversity, equity, and interconnectedness in the local community, nation, and world. Her analysis included 115 personal and/or program profiles and supporting materials (syllabi, articles, program descriptions, etc.) submitted by 80 teacher educators. For conceptualizing lived experience within the study, she used Max van Manen's (1990) work on the temporal nature of lived experience. She finds significant qualitative differences between those experiences identified by people of color and those who are white in that most of the people of color acquired an experiential understanding of discrimination and outsider status by growing up in a society characterized by white privilege and racism while many of the middle-class white teacher educators had their most profound experiences while living outside of their own country.

It is very difficult to determine how effective multicultural teacher education practices are without examining graduates after they have started teaching, especially in schools that serve minorities. Very little research reviewed here directly connected teacher education with classroom practice; this connection is an essential part of the idea of multiculturalism. Also race and ethnicity are the main factors that have been studied in the literature described here, and usually disconnected from social class. More research should focus on class and the interactions between class and race within the studies on preparing teachers.

Pattnaik and Vold (1998) conducted an ethnographic study to gain a better understanding of the multiple factors involved in student teachers' multicultural preparation. They employed methodological guidelines as described in Lincoln and

Guba, (1985), and Bogdan and Biklen, (1994), including: a descriptive and exploratory purpose for the studying teachers' beliefs and practices, use of the natural setting without any artificial impositions, triangulation through multiple data collection procedures across time and contexts, a purposive and small sample study to achieve comprehensiveness and verticality in inquiry, and inductive data analysis to accommodate evolving categories or themes. Over one-semester they collected data from eight student teachers using a multicultural questionnaire, observations, documents, field notes and interviews. As a result of the study they stated that:

our findings have highlighted that no discrete reform agenda standing alone could shoulder the entire weight of the whole unless the whole is reflected in equal passion in all its components. The whole we refer to is the ideology of "cultural pluralism," and the components are Scwab's (1983) four common places: student, teacher, subject, and milieu (p.82).

In her descriptive survey study on the academic and personal characteristics of in-service teachers taking a graduate course in multicultural education issues, Gonzales (1993) summarizes the descriptions of existing patterns and changes in academic knowledge and attitudinal belief systems on multicultural education. Reflective teaching was used as a psychopedagogical strategy with the in-service teachers for the purpose of increasing their academic knowledge and changing their attitudes in this study. Her results suggest that higher levels of academic knowledge occur when students gain an increase in awareness levels of attitudinal belief systems through self-reflection.

Gonzales states that reflective teaching can be used as an effective ethnographic research tool, as well as an effective psychopedagogical strategy for multicultural education.

To examine how small private colleges address multicultural issues within teacher education, Hasseler (1998) collected data from 90 coalition education department chairperson members who were asked to respond to a questionnaire focusing on beliefs

about multicultural teacher education, actual course content, and teaching practices. The study indicates that there was great variety in how multiculturalism was addressed; less than half the departments required courses in multicultural education, though nearly three-quarters integrated it into other subjects; nearly three-quarters of participating departments addressed multiculturalism in their philosophy statements; deterrents to effective multicultural education included lack of minority faculty, lack of time for gaining expertise, lack of funding and lack of minority students.

Multicultural education should involve field experience in teacher preparation programs so that preservice teachers can reach an understanding of the relationship between culture and power with learning through field experiences. Graham and Young (2000) conducted an action research study. They describe and comment on the effort to take advantage of the unique opportunity presented in the course when the students returned to the university classroom after their first five weeks of student teaching. Graham and Young draw attention to the complexities and tensions that arose for students and instructors alike during these debriefing sessions. The instructors took on an expanded role within the constraints and possibilities of the debriefing session as one discursive site in the conceptualization of any program-wide agenda for multicultural teacher education.

To understand the factors and process involved in developing a commitment to multicultural education, Paccione (2000) conducted a phenomenological research study utilizing written surveys and open-ended telephone interviews as data collection methods. Paccione uses Moustakas' (1994) systematic process of data analysis method for the

analysis of interviews incorporates a four-stage process to describe the development of a commitment to multicultural education:

- Stage One: Contextual Awareness,
- Stage Two: Emergent Awareness,
- Stage Three: Transformational Awareness,
- Stage Four: Committed Action in Advocacy for Diversity/Multicultural Education.

Two major findings of the study indicated that particular life experiences (Initiative from job situation, Influence of family/childhood experiences, Discrimination due to minority status, Interactive/extended cultural immersion experience, Influence of training, educational course, or books) contribute to the development of a commitment to multicultural education by those teachers who are already committed and a four-stage process can be used to describe the development of a commitment to multicultural education. Paccione(2000) stated,

“Preservice teachers have a wide variety of contextual awareness that has been developed through early childhood experiences. There is not much that teacher educators can do about that. However, an understanding of the stages of developing a commitment to multicultural education may assist teacher educators as they prepare preservice teachers for a racially-culturally diverse student population” (p.998).

The study supports the importance of cultural immersion experiences and course work in multicultural education in evoking a critical analysis of the sociopolitical status quo in U.S. society.

The Effects or Impact of a Multicultural Education Course Components or Teacher Preparation Program Components

Some study findings showed that after a multicultural education course with specific strategies, positive changes in attitudes begin to occur. Noel (2003) described an art-based approach to the study of multicultural education that challenges students to

address critical examinations of society, while enabling an aesthetic understanding of the issues. As the instructor of an “Education in a Democratic, Pluralistic Society” course, her class engaged in critical multicultural pedagogy, in the examination of “how power works in interest of dominant social relations, and how such relations can be challenged and transformed” (Giroux, p.170). By the end of the semester, she had collected about 50 pieces of artwork produced by the students. She stated that:

These acts of creation, undertaken weekly by these students, while perhaps beginning as the individual effort to understand concept, became a socially transformative effort (p.18).

Another perspective emerges from the study of 35 teacher candidates where Levine-Rasky (2001) focused on how prospective teachers respond to the social difference they encounter in educational discourse and in the public schools. Portraying 3 teacher candidates she found 3 signposts indicative of support for multicultural social reconstructionist education: identification with social justice, support for critical pedagogy and multicultural social reconstructionist education, and the desire to learn more about the effects of social domination.

Clark and Medina (2000) conducted a research study to see how students' understandings of literacy and multiculturalism are mediated through the acts of reading and writing literacy narratives. Narratives and narrative theory were central to their work. The study describes one group of eight students who chose Luis Rodriguez's “Always Running” (1993) as their focal literacy narrative. Their goal was to analyze the students' understandings of some issues in becoming a teacher in a multicultural society through reading Rodriguez's autobiography on his growing up as a son of Mexican immigrants in East Los Angeles, his struggle to acquire an education, and his involvement in gangs and violence. Clark and Medina were particularly interested in the relationship between the

students' readings of the text and their reflections on their personal identities and processes of becoming literate. They collected and photocopied all students' writing from the course, including students' personal literacy narratives, their reading logs, responses to "Always Running," and their final papers on literacy and pedagogy. Also they attended group discussions. The study shows that literacy narratives may become a powerful tool when used in the process of raising awareness of diversity among preservice teachers. These narratives hold the potential to encourage preservice teachers to enter the dialectic and to develop a consciousness of, or to at least reflect upon, issues of literacy and diversity in the classroom.

In his research Duesterberg (1998) considered questions about culture and cultural identity, which surfaced as student teachers in their full-time practicum in elementary classrooms engaged in efforts to learn about the communities of their students and to use culture in the classroom. He used what Scott (1991) called the "Narratives of experience" in order to examine the language (or discourses) that shaped and constructed that experience (p.777). Through the research he illustrated how culture can be used in the classroom to frame and limit children, and how the classroom might be a space in which culture and cultural identity is explored, challenged and recreated.

Ference and Bell (2004) described a two-week cross-cultural immersion experience for preservice teachers attending a small liberal arts college. This experience occurred early in preservice teachers' teacher training and was designed to positively affect preservice teachers' attitudes toward Latino students who did not speak English well. As a result of this short study from the students' end-of-course papers the immersion experience had positively affected them in substantial ways. The categories that emerged

from the study were: Immigration, matching prior knowledge, culture, preconceptions and misconceptions, feelings of isolation and ESOL methods and curriculum.

Preservice Teachers' Beliefs, Attitudes, Knowledge, and Perceptions about Diversity

Understanding the nature of beliefs, attitudes and perceptions is a must to understanding future teachers' decisions and effectiveness regarding the issues of diversity, equity and social justice. The changes of attitudes, beliefs, knowledge and perceptions of preservice teachers have been studied from various different theoretical perspectives and research methods. For example, Smith (2000) examined the role of preservice teachers' backgrounds in the inclusion of a multicultural education perspective in the teaching of secondary social studies. He used a case study approach involving two social studies preservice teachers with widely different background experiences and beliefs in relation to cultural diversity. The study consisted of two main phases: a social study methods course and student teaching. Written papers, a planning unit for student teaching, interviews with the participants, observations of the participant' teaching, a videotaped recording of their teaching, and surveys and focus group interviews with the high school students they taught, were all part of the data collection methods used in the study. He found that background experiences have explanatory value in the preservice teachers' receptiveness to a multicultural teaching perspective.

The background experiences of college students are important in that they bring their preconceived beliefs, myths and concerns to the college classrooms.

Elhoweris, Parameswaran and Alsheikh (2004) discussed the myths that they encountered in their personal teaching experiences with college students, and the impact of these myths on student teachers' understanding of their roles in classrooms. In addition they suggested teaching tips as part of teacher education courses that will help clarify

some of these issues for student teachers in their effort to be effective teachers to underrepresented and marginalized students in their own classrooms. These myths are:

Myth 1: Multicultural education reinforces barriers between various cultural groups.

Myth 2: Cultures are static, unchanging and have core characteristics that can be identified and studied.

Myth 3: A discussion of educational inequities in multicultural classes is sufficient to create a more just society.

Myth 4: Racism ought to be treated the same as interpersonal prejudice.

Myth 5: Specific pedagogical skills are the major pillars of culturally responsive instruction for diverse learners.

Myth 6: The locus of responsibility and change for individual underachievement lies within the minority child.

Myth 7: Learning styles of children from different culturally and linguistically diverse backgrounds must be a core theme for teacher preparation programs.

Myth 8: Teaching to diversity simply involves helping students from diverse backgrounds achieve traditional goals in education (p.13-17).

They concluded:

Student teachers often fail to see education as a political enterprise of reproducing the dominant ideology and appropriating and legitimizing one type of discourse. They sometimes fail to recognize that they don't teach history, math or reading but they teach a student who comes to school as an ethnic being, cultural-being, gender-being, and religious being. They often overlook the crucial and dynamic relationship between the text and context and often fail to recognize the multiple discourses within which schools operate (p.17).

There are many educational studies that used surveys and self-questionnaires to assess the undergraduate students' belief systems regarding diversity. The following

section of chapter introduces related studies presented under survey studies and self-questionnaires.

Survey studies

The *Quick Discrimination Index* developed by Joseph G. Ponterotto and Alan Burkard (1993) consists of 25 items and reports a single total score that represents the respondent's level of awareness, knowledge, and sensitivity to racial/ethnic minority issues and women's issues. In a case study, Garmon (1998) examined how three white preservice teachers were similar and dissimilar in terms of their racial attitudes and beliefs, their prior interracial experiences, and certain personal characteristics. As a part of the larger data collection, students completed the Quick Discrimination Index. Results of the case study indicated that multicultural education courses may be most effective for students who already possess more favorable racial attitudes and for those who display a quality of openness and an ability to be self-reflective.

The Cultural Diversity Awareness Inventory (Henry, 1986) was designed to help persons who are involved in providing direct services to culturally diverse, young special needs children to assess their attitudes, beliefs, and behavior toward these children. The checklist consists of 28 items to which respondents may indicate the extent of their agreement or disagreement. Milner, Flowers, Moore, and Flowers (2003) attempted to replicate an earlier study (Larke, 1990) that sought to estimate preservice teachers' general awareness of cultural differences. In the study, data from 99 preservice teachers who completed the Cultural Diversity Awareness Inventory were utilized to examine the extent to which teacher education programs helped future teachers to become more multiculturally competent. Using the Larke's study as a foundation, they found preservice teachers were more likely to agree with statements that emphasized cultural inclusion and

respect for diversity in the classroom and also a large proportion of preservice teachers reported neutral responses suggesting that they were not quite sure how they felt about integrating their learning environments with curricula, assessments, and programs that support multiculturalism in the classroom. The authors evaluated the neutrality of responses:

Perhaps this neutrality results from the lack of experiences preservice teachers had engaging in these activities. It is also likely that preservice teachers were unsure of their abilities and feelings in this respect because they had not had the opportunity to attempt such strategies (p.68).

The 18 item *Survey of Multicultural Education Concepts* (SMEC) was designed to assess beliefs and attitudes about multicultural education with items representing: racism, sexism, stereotyping, linguistic views, special holidays, and educational practices. Moore and Reeves-Kazelskis (1992) conducted a study to determine whether formal instruction into multicultural education would produce changes in preservice teachers' beliefs about basic concepts related to the topic. The sample consisted of 31 preservice teachers enrolled in 2 sections of a practicum course in early childhood education. Results of the study suggest that carefully planned and implemented formal instruction may be used to change preservice teachers' beliefs about cultural diversity.

A 7 Point (26 paired items) *Semantic Differential Cultural Survey* was used by Tran, Young, and DiLella (1994). Students (n=55) in a required multicultural education course designed to reduce racism and stereotyping attitudes among preservice teacher education students completed pre- and posttests to determine attitudes toward African Americans, Europeans, and Mexican Americans. Results indicated that the course appeared to have had a significant effect on changing student attitudes toward the three ethnic groups.

Chang (2002) examined whether a diversity requirement diminishes racial prejudice particularly toward African Americans. An eight-item adaptation of the *Modern Racism Scale* (McConahay, Hardee, & Batts, 1981) was used to assess subjects' level of prejudice toward Blacks. The eight items are embedded in a series of other unrelated social and political questions to mask the intentions of the questionnaire. The findings support the necessity of providing undergraduates with opportunities to critically examine cultural and social groups previously marginalized or ignored in the curriculum so that students can challenge their prejudicial views and assumptions.

King and Howard-Hamilton (2003) used the *Multicultural Competency Questionnaire (MCQ)* to assess multicultural experiences and competency levels of graduate students in college student personnel preparation programs, student affairs staff serving as internship supervisors, and diversity educators. They used Pope and Reynolds' (1997) definition of multicultural competence for this project: "the awareness, knowledge, and skills necessary to work effectively and ethically across cultural differences" (p. 270). The following definitions of these three aspects (based on Pope and Reynolds, 1997) were provided to respondents as a frame of reference for completing the MCQ:

- **Multicultural Knowledge:** Having an informed understanding of cultures that are different from one's own culture, including knowledge of their histories, traditions, values, practices, and so forth.
- **Multicultural Skills:** Skills that individuals use to engage in effective and meaningful interactions with those who are from different cultural backgrounds than their own.
- **Multicultural Awareness:** Awareness of how people's attitudes, beliefs, values, assumptions, and self-awareness affect the ways they interact with those who are culturally different from themselves (p.271).

The study showed that there are significant differences by group and by race in respondents' levels of multicultural competence: student affairs staff members scored significantly higher than did CSP students, and diversity educators scored the highest. Students of color scored significantly higher on this measure than did the White students and the staff members.

Lee (2002) examined preservice teachers' multicultural teaching performance and noted whether preservice teachers' demographic and educational backgrounds would predict their performance. In the study, preservice teachers completed the *Survey of Preservice Teachers' Multicultural Teaching Competency*, which includes questions about knowledge of subject matter, knowledge of human development and learning, adapting instruction for individual needs, multiple instructional strategies, classroom motivation and management skills, communication skills, instructional planning skills, assessment of student learning, professional commitment, and responsibility. Also Lee used two open-ended questions to examine respondents' levels of multicultural education integration. The study showed that preservice teachers' backgrounds were an effective predictor of higher scores on multicultural teaching performance; the number of multicultural courses preservice teachers take was an effective predictor of a high score on their multicultural teaching performance; and there was no correlation between preservice teachers' high scores on multicultural teaching performance and their multicultural education integration levels.

Self-questionnaires

To measure preservice teachers' beliefs on the issue of diversity, many questionnaires were developed on the basis of reviewing of the multicultural education field and interviews with scholars in the area of multicultural education.

Terrill and Mark (2000) developed a 37-item questionnaire to assess preservice teachers' expectations for schools with children of color and second-language learners. The questionnaire was in two sections. The first section identifies the preservice teachers' expectations for learners in three school settings on nine dependent variables: curriculum, discipline, parental support, child abuse, mentally and emotionally impaired students, gifted and talented students, motivation, feelings of comfort with students, and feelings of safety in the community. The second section of the survey provided demographic data on the preservice teachers. The results indicated that the preservice teachers held significantly different expectations for learners in different school settings and from different racial and linguistic backgrounds. For example, preservice teachers expected higher levels of discipline problems, lower levels of parental support, higher levels of child abuse, fewer gifted and talented students, and lower levels of motivation in the schools with children of color.

On the basis of a review of the literature and on informal interviews with preservice teachers, in-service teachers, and teacher educators, Barry and Lechner (1995) developed a 43-item questionnaire to examine seventy-three preservice teachers' attitudes about and awareness of aspects of multicultural teaching and learning. The study showed that most respondents were aware of many issues related to multicultural education and anticipate having culturally diverse students in their classroom.

Roper (2004) stated:

... a diverse campus community will not only add to the social relevance of the education we provide, but also will make for a more dynamic and compelling learning experience. ... faculty and administrators today design and implement curricula, campus activities, programs, and services focused on meeting the needs of a diverse student body and educating for participation in an increasingly diverse world. We do all that we do with the belief that fostering diversity and an

appreciation for it is appropriate and important to the success of our institutions (p.48).

Roper (2004) developed a survey and administered it to students at his university to assess students' feelings about, and perspectives on, diversity. His analysis indicated three-fourths of the participating students offered strong support for diversity and affirmed that it is important to them personally and is an important dimension of their education. On the other side he stated:

The bad news is that many of the ways in which we have promoted diversity, offered diversity education, and managed the dynamics of campus diversity have fostered skepticism among students about our motives, our commitment to fairness and equity, and our ability to achieve diversity without diluting our responsibility to deliver high quality academic programs. Even students who support and find value in diversity are confused by our efforts (p.49).

He also looked at the differences in responses between minority and majority students and stated:

In their responses, students from under-represented backgrounds commented on the comfort they receive from our diversity mission, while majority students, who have typically been at the center of our mission, expressed fear about how the focus on diversity will influence their well-being. Students seemed to be asking, Does my university have the capacity to create an institutional culture with space at the center for everyone whom it is committed to serve? (p.51).

To assess one hundred and fifty-eight preservice teachers' attitudes toward diversity both before and after a multicultural course Weisman and Garza (2002) designed a 36-item survey. The survey items were divided into three broad categories:

- Attitudes and beliefs about diversity issues in general,
- Beliefs about classroom practices related to working with diverse populations,
- Awareness of existing societal inequality.

The authors stated that, "The survey is grounded in the work of theorists who advocate a multicultural approach that promotes social structural equality and cultural

pluralism (Banks, 1994; Bennett, 1999; Sleeter & Grant, 1999)” (p.30). Results of the study showed an overall positive orientation to diversity and the low levels of agreement for certain key items such as minority parents value education, democratic ideals support biculturalism, structure of school system could be an obstacle to achievement on both pre and post-surveys.

In a similar study Cheri W. Van Hook (2002) investigated preservice teachers' perceived barriers for implementing multicultural curriculum with preservice teachers as they began their teacher education program. She asked 68 preservice teachers to identify the inherent barriers that may prevent the integration of anti-bias curriculum. To determine barriers, she analyzed the preservice teachers' beliefs analyzed and identified the themes. These themes were: Difficulty Discussing Sensitive Topics (including Religion in the Classroom and Creating Controversy); Policies and Practices Detrimental to Diversity (including Geography and Federal State, and School Regulations); Difficulty Implementing Diversity Curriculum (including Developing Curriculum and Teaching Strategies, Time Constraints, and Financial Constraints); and Inability to Recognize and Accept Diversity (including Society, Teachers, Parents, and Children). And she stated:

Rather real or imagined, the teachers' perceived barriers are the greatest deterrent to the inclusion of diversity. Preservice teachers need to consider the potential barriers to the implementation of a diverse curriculum. Reflection on one's attitudes and beliefs will have an impact on the perceived barriers. One goal of teacher education should be the destruction of these barriers in order for teachers to integrate diversity in the curriculum (p.263).

Multicultural education as a field of study has gone through a series of stages developments and expanded its content on the way as Boyle-Baise (1999) described in her study. There are a large number of studies that define and clarify its goals and

objectives through the past few decades. Now, researchers on one side of many research studies have shifted their focus to the practice of integrating multicultural education into various fields of study in education and other areas, while on the other side, many researchers have selected to work on new themes that have emerged from the earlier studies and practices.

Review of the Theory and Research on Diversity in the Children's Literature Used in Preservice Teacher Education

To make it relevant for my study involving students in a children's literature class, this section is divided into five categories. These sections are issues in children's literature, studies in reader response, and studies in critical literacy. All studies in this section focus on teacher education context.

All resources are put under three categories in this paper; one might put them under different categories. For example I noted through the articles that the authors of the research had different perspectives on children's literature. Perry Nodelman (1981) suggested:

Children's literature is not just literature written with children in mind, nor is it just literature that happens to be read by children. It is a genre, a special kind of literature with its own distinguishing characteristics. Identifying those characteristics and defining that genre are the major tasks immediately confronting serious critics (p.24).

Some took a literary perspective and viewed literature as a discipline with its own content. Others viewed literature as a vehicle for teaching students to read and write. Also some viewed literature as a means of addressing social, political and cultural issues.

Issues in Children's Literature

Many studies focused on issues in children's literature classes especially regarding multicultural literature. Mainly these issues are:

- The state of children's literature around the world (economic factors; language factors; views of literature)
- The process of how books get published and brought to other countries (obstacles)
- The availability of international literature (How do we acquire it?)
- Translation issues
- Authenticity of international literature (insider-outsider perspective)
- Evaluation of international literature (evaluation criteria outside our culture/language)
- Trends in international literature
- Curricular issues in international literature

Growing bodies of research focus on children's literature through the use of well-written fiction and non-fiction that students can use to learn about and become sensitive to issues of diversity, as well as to see themselves reflected in the literature, and to affirm who they are. The majority of these articles focus on multicultural issues in children's literature, especially in relation to the ways in which people of color are depicted (Collier, 2000; Duren, 2000; Harris, 1990; Joshua, 2002; Marantz, & Marantz, 1999).

Rosenblatt (1938/1995) proposed that when readers encounter books that feature characters with whom they can connect, a love of reading will result. Also Rosenblatt (1938/1995) acknowledged the role that the teaching of literature plays in fostering democratic education. She stated that:

As the student shares through literary experience the emotions and aspirations of other human beings, he can gain heightened sensitivity to the needs and problems of those remote from him in temperament, in space, or in social environment; he

can develop a greater imaginative and social theories for actual human lives. Such sensitivity and imagination are part of the indispensable equipment of the citizen of a democracy (p.261).

Similarly Bishop (1994) reminded us that "...children need literature that serves as a window into lives and experiences different from their own, and literature that serves as a mirror reflecting themselves and their cultural values, attitudes and behaviors"(p.xiv).

Other articles addressed social or political issues in children's literature (Dresang, 2003; Levande, 1989; Serafini, 2003). Levande (1989) pointed out that the ways in which children's literature is used in the elementary classroom are directly related to teacher's definition of reading, her beliefs about how meaning and knowledge are constructed, the role of the reader in the act of reading, and the context of the reading event. Serafini (2003) described three theoretical perspectives associated with reading and literacy education and provides examples of instructional practices that align with each. First, the modernist perspective is based on a belief that meaning resides in the text (Eagleton, 1996) and Serafini described the Accelerated Reader program that aligns with the modernist perspectives. Lamme (2003) believed that AR can "block the ability of teachers to transform the program into a literature-rich experience for children" (p.44). Second, the transactional perspective is based on the belief that meaning is constructed in the transaction between a particular reader and a particular text (Rosenblatt, 1938/1995). And last, a critical perspective focused on the ways that texts are constructed in social, political, and historical context, and on the ways in which these contexts position readers and texts to particular interpretations (McKormic, 1994). There is a range of possibilities for teachers using children's literature in the classrooms, but in today's classrooms as McKormic (1994) pointed out responding to political pressures, elementary teachers

frequently are forced to adopt instructional practices and commercial programs that focus on decoding and comprehension strategies designed to raise standardized test scores.

Some of the studies focused on the response of preservice teachers to controversial texts that bring the issue of resistance to the field. These included: Apol, Sakuma, Reynolds, and Rop (2003) (*Sadako* by Eleanor Coerr); Bercaw (2003) (*Harry Potter and the Sorcerer's Stone* by Rowling); McNair (*The five Chinese brothers* by Bishop & Wiese, *The wagon* by Johnson, and *The Indian in the cupboard* by Banks, L.R.); Williams (2001) (*Daddy's Rommate* by Wilhoite).

Apol, Sakuma, Reynolds, and Rop (2003) concluded that there are seven issues that preservice teachers resist:

- Moving beyond their initial pedagogical preoccupations, seeing literature response as synonymous with moral or cross-cultural lessons.
- Thinking critically about the ideology and perspectives in a text, imagining in the case of historical fiction that any textual representation was “true”.
- Talking about troubling issues of ideology in connection with war, opting instead to create happy endings to stories, to focus on less troubling parts of the texts, or to choose texts that did not raise controversial or upsetting issues.
- Imagining that children could think about and respond to literature in complex ways, believing instead that children's responses would take the form of a craft activity rather than in-depth discussion about the text.
- The hard work and complication involved in critical reading....Often our students saw critical reading as opposed to pleasure, rather than as a source of pleasure and satisfaction.
- A critical stance toward U.S. actions ...
- An approach to the teaching of critical reading (p.454-457).

In addition to the resistance problem, McNair brings up the issue of availability of multicultural books. She stated that:

The challenge is to help students to see things that they normally wouldn't see. One activity which I have found particularly helpful is to allow students to conduct critiques of Trumpet and Scholastic book club order forms spanning a variety of age groups and months of the year. Upon obtaining the order forms, students usually reminisce about receiving them as elementary school students, and they look for books that they recognize. I ask students not only to pay attention to which books are advertised but also to pay attention to which books are not advertised since "isms" can also be surfaced in the form of invisibility. Students are quick to point out books by authors we have studied in class like David Shannon, Gail Gibbons, Kevin Henkes, and Patricia Polacco, but they soon realize that authors of color, whom we have also studied in class, such as Pat Mora, Nikki Grimes, Janet Wong, and Joseph Bruchac are not as likely to be available for purchase (p.52).

Several articles examined the characteristics of texts in isolation from a reader other than the researcher. Many researchers examined cultural authenticity (Ducket, & Knox, 2001; Lamme, 2000; Lamme, & Fu, 2001; Lowery, 2003; Miller, 1996) and, availability (Ayala, 1999).

Diamond and Moore (1995) provided an outline for selecting and evaluating multicultural children's books:

- Characters who authentically reflect the distinct cultural experiences, realities, and worldview of specific groups.
- Character representations portrayed in a true-to-life and balanced manner.
- Settings representative of an environment consistent with a historical or contemporary time, place or situation of the specific culture.
- Themes developed within the story or selections that are consistent with the values, beliefs, and customs and traditions, needs, and conflicts of the specific culture.
- Informational literature presented in a detailed and accurate manner.
- Literature that is free of stereotypes in language, illustrations, behavior, and character traits.
- Language characteristics of the distinctive vocabulary, style, patterns, and rhythm of speech of the specific cultural group.
- Language that reflects a sensibility to the people of the culture; offensive, negative, or degrading vocabulary in descriptions of characters, their customs, and lifestyles is absent.

- Gender roles within the culture portrayed accurately and authentically, reflecting the changing status and roles of women and men in many cultures.

Ayala (1999) brought the issue of availability of multicultural books about people of disabilities. She indicated that few of the children's books in languages other than English portray individuals with disabilities.

Studies on Reader Response

Given the multiple roles, purposes, text types, and contexts, reader response theorists tended to focus on different aspects of these components. Beach (1993) discussed the five perspectives that are based somewhat on the historical development within reader-response criticism. He stated that:

The early theorists, drawing on structuralist linguistics, narrative theory, and aesthetic theory, focused more on the reader's knowledge of text conventions and/or reader's experience. With the increased interest in psychoanalytical and cognitive psychological perspectives in the 1960s and 1970s, theorists attempted, with mixed success, to apply these approaches to understand response. Then, in the 1980s and early 1990s, the rise of social constructivist, poststructuralist, feminist, and cultural/media studies perspectives led to an increased interest in the transaction as embedded in social and cultural contexts (p.9).

Recently, there has been a tremendous increase in research on preservice teachers' responses to literature within particular contexts. This category of research is based in literary criticism and reader response theories. Although reader response theories and research all focus in some way on the processes by which readers make meaning, they vary in the roles assigned to the reader, the text, and the social context within which the reader experiences a particular text. The majority of research has focused on the significance of discussion, shared interpretations, response journals, and literature logs.

Cai (2001) discussed some issues arising from the use of transactional theory as a guide for literacy and literature education. He formulated these issues in terms of theoretical distinctions between five pairs of concepts: basic and enhanced literacy; literal

comprehension and literary understanding; literary texts and informational texts; aesthetic and efferent stances; and aesthetic reading and critical reading. He pointed to the misconstrued and misapplied interpretations of efferent and aesthetic stances, he wrote: “One major misinterpretation is to equate efferent reading with text-centered (text-oriented) response and aesthetic reading with the reader-centered (reader oriented) response...” (p.24). Also he pointed to an example of misconstrued interpretation as defining aesthetic reading as reading for only pleasure. Because a literary text can be critiqued from different angles, contributions of various critical perspectives to the literary transaction are also part of aesthetic responses (Cai, 2001).

Because of the large number of studies on reader response, we can organize these studies into three subcategories according to the major focus of the research: influence of text, reader characteristics, instructional strategies and response processes.

Influence of text

The role of the text in reader response has been the focus of numerous studies at all grade levels. This category is defined by those studies that investigate the influence of particular aspects of text-genre, theme, tone, character, culture and ethnicity, or illustration-on meaning making process of the reader. Findings from these studies support the power of text to encourage aesthetic response, discussion, and critical thinking about readers’ personal lives as well as the world in which they live. Apol (2002) described the power of text and reader’s response as a chronological progress in her life as textual power as purpose (personal response), textual power as promise (text-literary response), textual power as positioning (critical response), and textual power as progression (action-to do something in the world).

Reader characteristics

Many studies are concerned primarily with the reader and how factors within the reader affect the reader's responses to literature (Galda 1998; Giorgis, & Johnson 2000; Sipe, 1999; Spiegel, 1998). Among the factors considered in these studies are age, ethnicity, gender, and physical disabilities. Giorgis and Johnson (2000) stated that:

Readers will respond differently to text and illustration due to age, gender, ethnicity, and prior life experiences, as well as the extent to which they are actively engaged in the meaning making process. A book's potential is limited only by the readers themselves—student, teacher, or librarian (p.222).

Galda (1998) uses similar descriptions. She wrote:

The content of any book is not simply the words the author put there but those words as they are infused with meaning by their readers, meaning that reflects the various experiences and knowledge that readers bring to their reading (p.2).

Spiegel (1998) reviewed the literature on reader response theory; including the important role reader response activities can play in the development of readers of all ages. She described the four basic assumptions of reader response theory based on Rosenblatt's works. These assumptions are:

1. Stance is important: Efferent, Aesthetic
 - Aesthetic: Focus is on what reader feels during reading, what he or she experiences and thinks.
 - Efferent: Focus is on carrying information away from the text, to learn something rather than to experience something.
2. Readers make meaning: The making of meaning from reading is a dynamic, reflective, introspective process. Readers don't "discover" meaning in a text. The reader makes meaning. Meaning is constructed, interpreted, and revised by the readers themselves, not by literary critics, professors, or even authors.
3. Although meaning is personal, it is grounded in text. Although readers have individual and unique interpretations and responses to text, they are still connected to the text; evidence to support their interpretation must be evident in the text.

4. Multiple interpretations of text are constructed. Because meaning is constructed by unique individuals, multiple meanings are to be expected and even celebrated. Making meaning is dynamic, reflective, and introspective. As a result, each reader will take something unique and different from the text (p.42-43).

Instructional strategies and response processes

Under the instructional contexts and strategies topic, studies in this area examine how teachers organize and structure classroom learning contexts and introduce instructional practices to encourage student response and meaning making (Cai, 2001; Cox & Many, 1992; Lehr & Thompson, 2000). This is a particularly significant area of research, as it has an impact on current literacy and learning theory as well as reader response theory. Also they focus on the processes readers use to make meaning as they respond to literature. Most of the studies show the positive effects of the interaction among students in an atmosphere that respects the individual's aesthetic response. These findings support the theoretical framework that meaning is socially constructed.

Preservice teachers' response to children's books has become a popular subject among researchers (Abernathy, 2002; Apol, Sakuma, Reynolds, & Rop, 2003; Bean, Valerio, Mallette, & Readence, 1999; Bercaw, 2003; Brindley, & Laframboise, 2002; Dana, & Lynch-Brown, 1992-93; Grisham, 2001; Laframboise, & Griffith, 1997; Lechner, & Barry, 1997; Lehman & Scharer 1995-96; Lowery, 2002; McNair, 2003; Roberts, 1998; Stasz, & Bennett, 1997; Williams, 2001). Based on Rosenblatt's works, Bean, Valerio, Mallette, and Readence (1999) explore pre-service elementary teachers' literature circle discussion of Gary Soto's (1991) multicultural young adult novel, *Taking Sides*. As a result of their research studies, these emphasize the difficulty of simply introducing students to multicultural literature without explicitly considering and discussing models of literature response. When they looked at the students' backgrounds,

they figured out that students in the reader-based classroom produced significantly more interpretive and personal associations in their short story response essays than their counterparts in the teacher-centered classroom.

Smith (2001) examined the way two groups of readers respond to a book in a teacher education class. Her study provided a glimpse of meaning making within the context of learning to teach for diversity. Smith pointed to the importance of two components in these classrooms: a set of professional readings informed by diverse viewpoints and participation in a multicultural literature discussion group. She stated that:

The children's literature and book discussion groups fostered emotional engagement, as readers entered into transactions with the characters and their stories. The professional articles provided a schema for reading, allowing some readers to pull ideas together and reflect on their teaching (p. 61).

Metcalf-Turner and Smith (1999) examined the use of multicultural texts as teaching cases with K-12 teachers in a graduate education program. They stated that by reading and reflecting on carefully chosen literature texts, which depict authentic perspectives about different cultures, teachers can gain an awareness of their own attitudes and belief systems as lenses through which they may acquire new concepts and applied knowledge.

Singer and Smith (2003) argued that reading and discussing multi-cultural young adult and children's literature in reflective social contexts has the potential to help teacher education students develop a deeper understanding of themselves and of different others. In their study they selected *From the Notebooks of Melanin Sun* by Jacqueline Woodson (1995) for their teacher education students in both children's literature and the methods course to read. Using Rosenblatt's (1978) reader response theory they examined comments from student journals for evidence of conceptual and emotional engagement.

The following questions directed their analysis: How do readers respond to issues regarding race and sexual orientation raised by *From the Notebooks of Melanin Sun*? Are there differences in the responses of students from different backgrounds regarding the way they think about these issues? Their findings indicated that:

- What readers bring to a book is of major consequence in determining how they will respond.
- Students respond to a book with greater emotional engagement when they find themselves in the book.

In addition they reported:

In journals and in class discussion, we noted powerful points of resonance with the text by Black readers and readers with gay relatives. White readers, who did not find themselves well represented in this book, had a tendency to distance themselves from differences of race and sexual orientation (p.22).

Many scholars have critiqued reader-response theories. In her book “Critical Encounters in High School English: Teaching Literary Theory to Adolescents” Appleman (2000) critiqued the reader-response theory:

A reader-response approach to the teaching of literature allows students to employ a variety of interpretive strategies and encourages students to bring their personal experience to the text. Although the emphasis of this critical approach focuses on the reader rather than the teacher or text as the source of literary meaning, the problem of a single dominant theoretical perspective remains. ... Students may be able to derive a plurality of interpretations using the reader-response approach, but they are still not presented with multiple critical approaches, which would enable them to choose and construct their own readings from a variety of theoretical perspectives rather than simply the perspective of personal response (p.4).

Studies about Critical Literacy Theory

Critical literacy has many definitions. All scholars and teachers do not agree about a single definition of what critical literacy is. The need for the plural form ‘critical literacies’ suggests that diversity of curriculum interventions are in theoretical, practical and political contest with one another (Luke & Freebody, 1996). Sources of critical

literacy and pedagogy can be found in Marxist, feminist, and post-structuralist approaches and each position has its own set of questions that guide the approach (Green, 2001).

Quintero (2004) defined critical literacy as a process of constructing and critically using language (oral and written) as means of expression, interpretation and/or transformation of our lives and the lives of those around us (p.7). Similarly Hull (1993) defined critical literacy as the ability to not only read and write, but to assess texts in order to understand the relationships between power and domination that underlie and inform them. Drawing inspiration from the works of Freire, McLaughlin and DeVoogd (2004) described critical literacy as:

... not a teaching method but a way of thinking and a way of being that challenges texts and life as we know it. Critical literacy focuses on issues of power and promotes reflection, transformation and action. It encourages readers to be active participants in the reading process: to question, to dispute, and to examine power relations (p.150).

Apple (2004) argued, “our aim should not be to create “functional literacy,” (p.179) as posed by the conservative restoration, “but *critical* literacy, powerful literacy, political literacy which enables the growth of genuine understanding and control of all of the spheres of social life in which we participate” (p.179).

There are varieties of studies that aim to understand what critical literacy theory looks like in practice (O’Brien, 2001), how classroom teachers apply concepts of critical literacy by choosing children’s literature (Edward & Foss, 2000; McDonald, 2004), and how critical literacy is incorporated in undergraduate classes (Fondrie, 2001; Jewett & Smith, 2003; Ketter & Lewis, 2001; LaFramboise, & Griffith, 1997; Lewison, Flint, and Van Sylus, 2002; Lowery, 2003; Saul & Wallace, 2002; Smith, 2002).

Apol (1998) explored the relationship between literary theory and children's literature in the teacher education classroom, positioning itself in the gap between books and children, texts and readers, theory and practice in literature. She stated that, "Examining the relationship between literature and the larger world of culture and ideology begins by acknowledging the inherent power of literary texts" (p.34).

Lowery (2003) examined how the issues of race, class, and ideology influence the author's construction and representation of Chinese immigrant subjectivities in the Laurence Yep's (1992) *The Star Fisher*. She stated:

...books cannot be taken for granted without close examination... without critically examining the author's ideology and frame of reference, it would be difficult to understand why stereotypical images of Chinese immigrants are still presented in the novel (p.23).

After reviewing the professional and research literature over the past thirty years Lewison, Flint and Van Sluys (2002) classified studies into four dimensions of critical literacy in their article, "Taking on critical literacy: The journey of newcomers and novices". These four dimensions are interrelated none stand-alone. These categories are namely:

- Disrupting the commonplace,
- Interrogating multiple viewpoints,
- Focusing on sociopolitical issues,
- Taking action and promoting social justice.

Luna, José Botelho, Fontaine, French, Iverson & Matos (2004) in their study, described critical literacy practice and/as professional development as it evolved in a teacher inquiry group investigating critical literacy within these categories.

Related Dissertations

The following section includes an overview of recently published dissertations on topics related to issues of diversity and multicultural children's literature. These dissertations can be classified under different categories. To classify the dissertations I focused on their methodological orientations which emerged into three groups of studies; qualitative, quantitative and mixed studies. The following section introduces the each group of studies with table (Table 2-1, Table 2-2, and Table 2-3.) format including the information about the studies and followed by preliminary findings of these studies.

Qualitative Studies

Emerging from a constructivist paradigm in her interpretive study Colabucci (2002) after realizing only a few studies have contributed to our knowledge about how adult readers make sense of these texts, while many scholars have considered how young people read and respond to multicultural children's literature, investigated how preservice teachers in an undergraduate children's literature class read and responded to multicultural children's literature. She documented the activities of a children's literature course with 22 students. She found five broad kinds of responses the students' writings and talk about the texts:

- (IA) intimate disclosures: life-to-text connections
- (IB) intimate disclosures: text-to-life connections
- (II) dialogue and difference: text-and-life collide
- (IIIA) disconnections and difference: "intolerance"-of-difference
- (IIIB) disconnections and difference: "tolerance"-of-difference
- (IV) transcendence-of-difference

Ravitch (2000) used interpretive methods to study both preservice and experienced teachers in a one semester, a graduate teacher education course. Ravitch explored the complex nature of the all-white students' experiences of learning in a multicultural education course and complicated the picture of white teacher learning about issues central to culturally responsive teaching. She analyzed the participants' autobiographies to explore the complex and individualized ways that students experienced and positioned themselves in relation to material focused on issues of racism, white privilege, diversity and inequality. She suggested that shifts in white teachers' beliefs and self-concepts should not be designated to one domain such as white racial identity development but should be understood as part of more complex learning experiences. She also believes that students' responses to such material should not be considered through the binary lens of "engagement" and "resistance" but rather, through an understanding that student responses to these issues are shaped by the complex intersection between their autobiographies and their emerging understandings of issues of racism and inequality.

In her case study, Garcia (2001) presented the experiences of four classroom teachers who used a multicultural literature-based, reader response approach to explore multicultural teaching. She discussed each teacher's story to show how a teacher's classroom practice grows and develops when supported and encouraged. The teachers stated that their students' reading interests grew due to reading meaningful and relevant literature. The students also interacted more discussing their reading with their peers and wrote better, because they saw themselves, their families and their communities in the literature.

In her case study Greenberg (2002) observed 7 randomly selected fifth graders for 12 weeks through the process of engaging small groups of students in literature discussions in which cultural elements helped to heighten the awareness of students towards the human diversity around them. Her findings indicated that students;

- Were genuinely interested in learning about the culture of others, although they did not necessarily know a great deal about their own.
- Were highly motivate by well-written stories (primarily fiction)
- Relied most on their life experiences when making intertextual connections, making few connections across text spontaneously.
- Needed multiple avenues of expression to meet their learning styles.

In her descriptive, naturalistic study Foight-Cressman (2002) investigated five college students multicultural frameworks and stances in a graduate course in multicultural children's literature taught from a critical perspective. In order to adopt a multicultural philosophy she concluded that teachers required;

- Access to multicultural picture books and peritextual resources.
- A discourse community in which they felt secure co-constructing knowledge and taking risks
- Reflection/action based assignments, which enabled them to contemplate their beliefs and act upon their developing understandings.
- An engaged teacher educator to guide them.

Jewett (2004) examined what happened during a graduate children's literature class and in three elementary classrooms the following semester when transactional literary theory and critical literacy theory were used as lenses for reading. She found that the ways that each teacher did or did not incorporate transactional and critical perspectives were consistent with the ideologies that had been suggested by their writing and speaking during the observation period and during the children's literature class.

McDaniel (2004) investigated future elementary school teachers' written responses to children's literature in order to describe their current thinking about literature. She concluded that participants believed critical literacy was important-immediately after learning about in class. However, the majority of participants' responses before and after in-class discussions and writings about critical literacy did not exhibit evidence of a questioning stance.

To gain an understanding of college student learning in a multicultural education course Hathaway III (1999) conducted a qualitative research. She suggested that although the students were challenged to think in different ways, they did not retreat from those challenges, but engaged them in an effort to learn about alternative views of American culture and of their social worlds.

In her case study DiLucchio (2002) examined how four student teachers constructed and reconstructed knowledge about race, class, and culture as they participated a fifth year preservice program in elementary education. She pointed out that how students make sense of these issues is critical in determining how they define their roles as teachers and learners. She also stated that teacher education programs cannot be politically neutral or marginalize issues of race, class, and culture; they must keep these issues in front of students, integrated throughout their university coursework and fieldwork.

Quantitative Studies

Stephens (2002) obtaining pretest and posttest data from *the Pluralism and Diversity Attitude Assessment*, assessed the effectiveness of training program in increasing teacher education candidates' level of cultural tolerance. The study showed the overall attitudes toward diversity of the treatment group changed significantly over the

course of the study, while the overall attitudes of the control group remained same. However, the study also indicated that the cultural tolerance and diversity program did not significantly improve teacher education candidates' overall attitudes toward diversity compared to those who did not participate in the program.

Pointing out that the little knowledge on the effect that ESOL preservice education has on preservice teachers' attitudes toward ELL students Smith (2005) investigated the effect of one semester of ESOL education on preservice teachers by examining their perceived knowledge and skill in working with English Language Learner (ELL) students, their attitudes toward having ELL students in their mainstream classrooms, and what classroom methods they perceive as effective in their ESOL preservice education courses. Collecting data from 513 participants with pre- and post-course attitudinal surveys she found significant differences regarding perception of ESOL knowledge and skills by course and time and regarding perceived effectiveness of instructional methods, but she did not find differences regarding attitude toward inclusion.

In her study Miklitsch (2005) explored the relationship between multicultural education, multicultural experience, racial identity, and multicultural competence among student affairs professionals working within residence life programs. She collected data from a national web-based survey that solicited the participation of 324 residence life professionals, representative of various colleges and levels within the profession. She found that multicultural education, multicultural experience, and racial identity significantly predicted multicultural competence scores above and beyond the influence of demographics and social desirability. Five demographic variables (race, sexual orientation, current socioeconomic status, identification as a member of a socially

marginalized group, and highest degree earned) correlated significantly with multicultural competence.

Uche's (2004) study on the perceived attitudes and perception of teachers regarding multicultural education and global classroom instruction highlighted the importance of becoming knowledgeable about the usefulness of multicultural-global classroom not only for teachers, but also for the public, parents, school personal and others associated with education.

To gain consensus on a definition of multicultural children's literature, Levinson (2005) conducted a Delphi method research using 25 participants from a children's literature listserv. The resulting definition stated that a work of quality literature can be labeled multicultural children's literature if the plot tells a fascinating story; the characters are believable and round; the setting enlarges the view of the reader; and the point of view reveals the inner world of each character; all the while demonstrating an awareness of multicultural elements such as age, class, ethnicity, gender, race, religion, and sexual orientation.

To investigate community college faculty perceptions of Culturally Mediated Instruction Durant (2005) applied the *Awareness, Relevance and Implementation Survey* to 85 community college faculty selected from 27 community colleges. She found that gender, age, race/ethnic background, highest degree attained and academic discipline have an effect on community college faculty's level of awareness, beliefs in the relevancy, and level of implementation of culturally mediated instruction in classroom practices.

Focusing on professionals responsible for first-year student orientation programs Weigand (2005) explored the relationship between multicultural competence and racial identity, multicultural education and experiences, and demographic variables. He found that the combination of racial identity, multicultural education and multicultural experience variables significantly predicted multicultural competence scores.

In a similar study McElroy (2005) examined the preservice teachers' perceptions of multicultural education in a public university setting. He found relationships between preservice teachers' perceptions based on race, age, gender, and years of multicultural experience.

Mixed Studies

Using a mixed method of both quantitative and qualitative research approaches Zhou (2002) examined if there was any attitude change during the program, how the five-year teacher education program enhanced the preservice teacher education experience by examining diversity issues from various perspectives and how the program helps preservice teachers to apply what they have learned from the courses to modify instruction appropriately. He collected quantitative data using the "Diversity Questionnaire" and obtained qualitative data through the analysis of the responses from a set of "Cultural Diversity Essay Questions" and questions of three "Case Studies". From quantitative analysis he found that there was no much evidence showing the students' attitude change between Year 3 and Year 4 groups. From qualitative data he concluded that the multicultural/diversity perspectives that the participants had learned from the courses helped them to understand their students' situations better.

To understand the factors and process involved in developing a commitment to multicultural education Paccione (1998) used a quantitative research methodology of

content analysis to analyze the kind of life experiences that contribute to a commitment to multicultural education. She used a qualitative research methodology of phenomenology to describe the process by which individuals become committed to multicultural education. Comparing the theories of racial identity development, typologies of multicultural education, and practices in teacher preparation for student diversity, she found support for cultural immersion experiences and coursework in multicultural education that evoke a critical analysis of the sociopolitical status quo in U.S. society.

Garmon (1996) investigated the impact of a multicultural education course on the racial attitudes and beliefs of a group of prospective teachers. He found that students' entering racial attitudes and beliefs appeared to mediate what they learned from the course. More specifically he found that on several diversity issues addressed in the course the beliefs of higher scored students were significantly more likely to change in the desired direction than were the beliefs of low scored students, and most of the low scored students seemed to miss the key messages that the course intended to convey.

Using an experimental design with both quantitative and qualitative data Hasslen (1993) compared the effects of teaching strategies on the perceptions of monocultural students in a multicultural education course. She found that:

- A single course in multicultural education for the monocultural student has a definite impact on altering student perceptions of cultural diversity.
- Various teaching strategies, while not essentially prescribed for overall positive outcomes, result in subtle differences in student perceptions of racism and equity issues.
- The teaching strategy of pairing monocultural students with students of color provides students with interpersonal relationships, which lead to a dispelling of myths about members of ethnic groups, and a decreasing of fear of difference.
- Student demographic characteristics do not limit the effectiveness of a course in multicultural education for altering students' perceptions.

Using a mixed method study Siwatu (2005) examined preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. He found that:

- Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs are highly correlated.
- There are significant relationships between self-efficacy and outcome expectancy beliefs patterns as the number of courses taken that addressed issues of cultural diversity and the number of completed practicum requirements.
- Self-efficacy and outcome expectancy beliefs are influenced by variables such as color-blind and racial attitudes, coursework, and teacher education major.

In his survey study Jackson (2004) documented a summer pilot research course in multicultural education to analyze the James A. Banks' contributions to the introduction of multicultural education for educators and its implications for teacher educators and curriculum development. He found that;

- The respondents did not feel overwhelmingly that race, socio-economic status, ethnicity, or gender influence teaching style.
- Students would be willing to take an additional multicultural education or diversity course to learn about cross-cultural differences.
- Students feel that a course in diversity or multicultural education would enhance their knowledge and awareness of diversity and multicultural education.

Table 2-1. Qualitative studies

Pub. date	Title of the study	Nature of the study	University	Researcher
2004	Reading and responding to multicultural children's literature with preservice teachers: A qualitative study of pedagogy and student perspectives	Interpretive	The Ohio State University	Lesley Colabucci
2000	"Reading myself between lines": White teachers reading, writing and talking about issue of diversity, inequality and pedagogy	Interpretive	The University of Pennsylvania	Sharon M. Ravitch
2001	Teachers using multicultural literature and reader response to teach children multiculturally	Case study	The University of New Mexico	Donna L. Dow-Anaya y Garcia
2002	Raising cultural consciousness through children's literature	Case study	University of Pittsburgh	Susan I. Greenberg
2005	Introducing a critical perspective into a graduate course in children's literature	Grounded theory	University of Pennsylvania	Jennifer E. Foight-Cressman
2004	Transactional literary theory and critical literacy theory in a graduate children's literature class	Critical theory	Arizona State University	Pamela Jewett
2004	Getting along in the World: Exploring future teachers' responses to children's literature through a framework of critical literacy	Interpretive	San Diego State University	Cynthia Alleen McDaniel
1999	College students' definitions of key concepts and thinking in a multicultural education course	Phenomenology, ethnography	University of Michigan	Russel S. Hathaway III
2002	How student teachers construct and reconstruct knowledge about race, class, and culture	Case study	The University of Pennsylvania	Connie L. DiLucchio

Table 2-2. Quantitative studies

Pub. date	Title of the study	Instrument	University	Researcher
2002	An examination of the effectiveness of a program on cultural tolerance and diversity for teacher education candidates	The pluralism and diversity attitude assessment (Stanley, 1996)	The University of Mississippi	Earnest B. Stephens
2005	Teaching inclusivity: Preservice teachers' perceptions of their knowledge, skills and attitudes toward working with English language learners in mainstream classrooms	The ESOL awareness survey instrument (EASI) (Smith, 2004)	The University of South Florida	Philip C. Smith
2005	The relationship between multicultural education, multicultural experiences, racial identity, and multicultural competence among student affairs professionals	Multicultural competence in student affairs (Pope & Mueller, 2000); Racial identity attitude scales (Helms, 1995; Helms & Carter, 2002)	The State University of New York at Buffalo	Teresa Ann Miklitsch
2004	Multicultural education in a global classroom	Self developed questionnaire	Union Institute and University of Cincinnati, Ohio	Uko Uche
2005	To gain consensus an a definition of multicultural children's literature: A delphi study	Delphi method	The University of Maryland at College Park	Joan Marie Levinson
2005	Culturally mediated instruction: Awareness, relevance and implementation in community college	Self developed survey	Morgan State University	Tracey Lynette Durant
2005	The relationships between multicultural competence, racial identity, and multicultural education and experiences among student affairs professionals responsible for first-year student orientation programs	Multicultural competence in students affairs (Pope & Mueller, 2000)	State University of New York at Buffalo	Matthew Joseph Weigand
2005	Perceptions and practices: preservice teachers' multicultural educational perspectives	Self designed questionnaire	Capella University	George L. McElroy

Table 2-3. Mixed studies

Pub. date	Title of the study	Framework/instrument	University	Researcher
2002	Students' attitudes, knowledge, and commitment to implementation of multicultural education in a teacher education program	The diversity questionnaire (Follo & Wiggins, 1999); Case study	West Virginia University	Pei Jian Zhou
1998	Multicultural perspective transformation: A study of commitment to diversity	Open-ended survey (Content analysis); Phenomenology	Colorado State University	Angela V. Paccione
1996	Missed message: How prospective teachers' racial attitudes mediate what they learn from a course on diversity	Quick discrimination index (Ponterotto & Pedersen, 1993); Interviews	Michigan State University	M. Arthur Garmon
1993	The effects of teaching strategies in multicultural education on monocultural college students' perceptions	Quasi-experimental The cultural diversity awareness inventory (Henry, 1991), The situational attitude scale (Sedlacek & Brooks, 1972); Course evaluations	University of Minnesota	Robin Christine Hasslen
2005	Exploring the factors that influence preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs	Culturally responsive teaching outcome self efficacy/expectancy scales; Interviews	University of Nebraska	Kamau Oginga Siwatu
2004	James A. Banks' contributions to the introduction of multicultural education for educators: Implications for teacher educators and curriculum development	Self developed survey; Course evaluations	The Pennsylvania State University	Andrew Jackson Sr.

CHAPTER 3 METHODOLOGY

In this section, the research design and methodology for this study, including the theoretical framework, research questions, rationale, setting, data collection, data analysis procedures, the researcher's role and ethical consideration for each phases of research are explained.

Design of The Study

Bartolome (2004) argued:

Given the social class, racial, cultural, and language differences between teachers and students, and our society's historical predisposition to view culturally and linguistically diverse students through a deficit lens that positions them as less intelligent, talented, qualified, and, deserving, it is especially urgent that educators critically understand their ideological orientations with respect to these differences, and begin to comprehend that teaching is not a politically or ideologically neutral undertaking (p.99).

Similarly, in her book *Walking the Road* Cochran-Smith (2004) conceptualized the problem of teacher education. Through the essays in her book, we can see that teacher preparation needs to be understood as both learning (rather than a training-and-testing problem) and a political problem regarding the issues of equity and social justice (p. xix) because "learning to teach is a process that occurs across the professional life span" (p.12) and "...teaching is a political activity is animated by several basic premises" (p.18). These premises are often associated with terms and concepts such as teaching and teacher education for "social justice," "social change," social responsibility," and teaching and teacher education "to change the world" (Cochran-Smith p.18-19). As Bartolome (2004) pointed out to ensure that preservice teachers begin to develop and

increase their political and ideological clarity, students in teacher education classrooms need to explicitly explore how ideology functions as it relates to power.

Thus, as stated earlier, this research is guided by the theoretical and pedagogical understanding in critical multiculturalism, and critical theory. Also, critical, social and political theories, such as critical pedagogy, reader response theory, critical literacy and works of scholars in the field of multicultural education examined as fundamental components of understanding the establishment of power relationships in education and the conceptualization of ideological position.

Critical research has its roots in several traditions, and, as currently practiced, a variety of approaches. Critical theory calls for a “radical restructuring (of) society toward the ends of reclaiming historic cultural legacies, social justice, the redistribution of power and the achievement of truly democratic societies” (Lincoln & Denzin, 2000, p.1056). Critical theory research emphasizes the value of theory in explaining society and contributing to the emancipation of its participants (Gall, Gall & Borg, 2005). Systematized reflection, collaboration between researcher and participants, the exposure of historical conditions, and the transformation of society are integral parts of critical research (Crotty, 1998).

Critical-theory research involves a broad range of methods aimed at uncovering the effects of unequal power relationships in cultures and in the global community. Carr and Kemmis (1995) describe five requirements that characterize a critical or educational science. They emphasize that any adequate approach to educational research and theory must:

- Reject positivist notions of rationality, objectivity, and truth.

- Accept the need to employ the interpretive categories of teachers and other participants in educational processes. The approach must be based upon the self-understanding of practitioners.
- Provide ways of distinguishing ideologically warped interpretations from interpretations that are not, and provide explanations of how to overcome those distorted self-understandings.
- Address identification and exposition of those aspects of the social order that interfere with pursuit of rational goals and provide theoretical explanations to practitioners that raise awareness to how these interferences may be eliminated or conquered.
- Make a practical approach to educational theory and research, in the sense that the practice of criticism should always be directed toward transformation of ways that participants see themselves and their situations, so that obstacles that stand in the way of attaining their objectives can be identified and overcome.

Methodology

For this study a mixed method research design was employed. Both qualitative and quantitative data collection and analysis methods were used. Tashakkori and Teddlie (2003) described mixed method design as:

... the incorporation of various qualitative or quantitative strategies within a single project that may have either a qualitative or a quantitative theoretical drive. The “imported” strategies are supplemental to the major or core method and serve to enlighten or provide clues that are followed up within the core method (p.190).

Because mixed methods research design often create a multifaced view of the research questions (Minger, 2001), allow for triangulation of data sources (Patton, 1990), and potentially facilitate the creation of stronger inferences than do single method research studies (Tashakkori & Teddlie, 1998). Similarly, cited in Hanson, Creswell, Clark, Petska, and Creswell (2005) Mertens (2003) and Punch (1998) stated that mixed method research may provide better understanding by converging numeric trends from quantitative data and specific details from qualitative data.

This study was guided by what Tassakkori and Teddlie (1998) described as a qualitative theoretical drive with imported quantitative strategies and as a concurrent transformative design described in Hanson, Creswell, Clark, Petska, and Creswell (2005). Tassakkori and Teddlie (1998) described a typology of research purposes and its relationship to mixed methods that includes nine general purposes for social science research. Drawing from the third purpose (Have a personal, social, institutional, and/or organizational impact) the research questions were formed to explore through the study. In their article, Hanson, Creswell, Clark, Petska, and Creswell (2005) provided a typology for classifying mixed methods research designs. This study can be described as “Concurrent Transformative Design” which uses an explicit advocacy lens and reflected in the purpose of statement, research questions, and implications for action and change. For this study critical multiculturalism and critical theory reflect the advocacy lens. An equal priority was given to the both forms of data and integration done at the data analysis stage.

This methodology was implemented in order to provide multiple data sources for attempting to answer the research questions. The survey data, observations, interviews, and written assignments allowed for triangulation of the data (Table 3-1).

Quantitative Phase

In the larger phase of this study, quantitative research questions a) addressed the political and social aspects of the demography of preservice teachers’ and its influences on their beliefs on the issue of diversity, b) examined the changing attitudes and beliefs, if any, of preservice teachers’ views on the issue of diversity over the course of a semester in children’s literature classes.

Research Questions

1. How do the political and social aspects of the demography of preservice teachers' influence their beliefs on issues of diversity?

Research findings support the idea that both teacher attitudes and beliefs drive classroom actions (Nespor, 1987; Richardson, 1996). People's views of reality are socioculturally constructed and given personal meaning by their sociocultural experiences. They therefore interpret the world and their experiences differently. Cobern (1991) described a worldview as "the foundational belief, i.e., presuppositions, about the world that support both common sense and scientific theories" (p.7). The personal experiences of teachers help form their educational worldviews, intellectual and educational dispositions, beliefs about self in relation to others; understanding of the relationship of schooling to society, and other forms of personal, familial and cultural understandings (Richardson, 1996). In addition, ethnic, racial, and social backgrounds, along with gender, geographic location and religious affiliations, affect how individuals learn to teach and their actual teaching (Richardson, 1996). Teachers' reflections on personal and classroom events are examined through the lens of their worldviews, beliefs, attitudes, and images (Clandinin, 1986; Richardson, 1996). Therefore preservice teachers' demographic variables such as gender, age, race, class standing, multicultural education experiences, foreign and domestic travel, inner-city program experiences, description of student body of their university, religious affiliation and religious denomination, second language and cross-cultural friendship involvement and their influences on students beliefs on the issues of diversity explored using demographic information provided from demographic information sheet within survey.

2. What are the changing attitudes and beliefs, if any, of preservice teachers' views on the issue of diversity over the course of a semester in children's literature classes?

Statistical analysis of survey results used as sources of data for addressing the changes related to diversity issues. *Personal and Professional Beliefs About Diversity Scales* (Pohan, C. A., & Aguilar, T. E. (1998) items and students scores on these items explored to answer the second research question. The role of preservice teachers' beliefs has been the focus of many educational studies. There are many surveys used in the field of teacher's belief systems regarding diversity. Under this idea Pohan and Aguilar (1995) state:

Clearly, if schools are to better serve the needs and interests of all students, particularly students from groups that have not fared well in the U.S. educational system, then low expectations, negative stereotypes, biases/prejudices, and cultural misconceptions held by teachers must be identified, challenged, and reconstructed (p.159).

Survey research generally has the advantage that, depending on the research objective; it can serve descriptive, explanatory, as well as exploratory purposes. But more important than anything else, depending on sampling techniques, it can generalize findings to large populations, while the standardization of the questionnaire ensures reliability of the measurement instrument. In addition, many respondents can be researched, relatively many topics can be asked about them, and statistical techniques can be used to allow accurate analysis. Therefore *Personal and Professional Beliefs About Diversity Scales* provide opportunities for an insightful critique of the research questions.

Instrument

The *Personal and Professional Beliefs about Diversity Scale* was developed by Pohan, and Aguilar (1994). It consisted of two beliefs scales about diversity. For the personal beliefs scale, different issues are posed within the context of one's personal

sphere or worldview (e.g., relationships, raising children, treatment by others, living conditions, and collective stereotypes). The 25-item *Professional Beliefs About Diversity Scale* consists of items measuring diversity with respect to (a) race/ethnicity, (b) gender, (c) social class, (d) sexual orientation, (e) disabilities, (f) language, and (g) religion. These areas reflect an evolution of topics and contexts throughout the various test development phases.

In her study, Pohan (1996) used 492 voluntary participants from four universities across the United States. In terms of personal beliefs scores, results showed that individuals having taken two or more courses were significantly different than individuals having taken one or no multicultural course work. In terms of professional beliefs, individuals having taken four or more courses with a multicultural theme or content scored significantly higher (i.e., they were more aware and/or responsive) than individuals having fewer than four courses. Taylor (2000) assessed the beliefs about and sensitivity toward cultural diversity issues of teacher educators and preservice teachers. A group of 78 predominantly white preservice teachers and 45 predominantly white teacher educators completed the *Personal and Professional Beliefs About Diversity Scale* in this study. Results indicated that preservice teachers scored at culturally sensitive levels for all subgroup areas except sexual orientation. Teacher educators scored at culturally sensitive levels for all subgroup areas. Both groups were positively sensitive in their overall beliefs about diversity, though with statistically significant differences. The demographic data sheet consists of many items that provide information about demographics and individual characteristics of the participants. Within the Survey, the following data collected under the demographic data form; Gender, Age, Race, Class

Standing, Number of Multicultural Courses, Travel Experiences, Religious Affiliation, Religious Denomination, Second Language, Cross-cultural Experiences, and Current Class Registration.

Reliability of the scale

Reliability refers to the ratio of true score variance to the observed score variance. In other terms it is combination of true score and error. Pohan and Aguilar (1998) in their user's manual and scoring guide of scales provide reliability scores that show both scales are reliable. Reliability scores as follows from their guide:

The Personal Beliefs About Diversity Scale alpha scores were; Pre-test alpha: .783 (n: 182), and Post-test alpha: .780 (n: 120). *The Professional Beliefs About Diversity Scale* alpha scores were; Pre-test alpha: .817 (n: 179), and Post-test alpha: .855 (n: 119)

I analyzed the data along with the total number of surveys, and sample group surveys to check the reliability of the instrument. Table 3-2 includes each group's reliability scores with the number of surveys and means. As an indication of reliable alpha value over .70 was found for all groups, including both pre and post surveys.

For the total group, *The Personal Beliefs About Diversity Scale* alpha scores were; Pre-test alpha: .768 (n: 274), and Post-test alpha: .799 (n: 274); *The Professional Beliefs About Diversity Scale* alpha scores were; Pre-test alpha: .790 (n: 274), and Post-test alpha: .801 (n: 274)

For the sample group, *The Personal Beliefs About Diversity Scale* alpha scores were; Pre-test alpha: .733 (n: 32), and Post-test alpha: .763 (n: 31); *The Professional Beliefs About Diversity Scale* alpha scores were; Pre-test alpha: .768 (n: 32), and Post-test alpha: .808 (n: 31)

Procedure

Participants were given the *Personal and Professional Beliefs about Diversity Scales* as pre and post surveys. The first survey was conducted during the first class session and the second survey done during the last class session. I informed the preservice teachers that their participation was voluntary and anonymous and also I explained each instructor about the procedure of surveys when I was not able to present in their classroom because of time conflicts between sections of classes. A prepared statement, which explained the nature and purpose of the study, was read aloud to the participants and let them read the informed consent form to sign it. Participants took approximately 20-25 minutes to complete the surveys. Upon completion of the surveys, participants returned the survey to the investigator or class instructor.

Scoring guide

Responses to the 15-item *Personal Beliefs About Diversity Scale* and the 25-item *Professional Beliefs About Diversity Scale* are summed to generate a single scale scores for each respondent as well as items' scores were examined individually for different statistical purposes. The following procedures were used as scoring guideline for scales;

- After completion of surveys numerical responses of items 1 through 15 for the *Personal Belief About Diversity Scale* and 1 through 25 for the *Professional Belief About Diversity Scale* were placed as "Raw Scores".
- For item numbers, 2, 3, 5, 6, 8, 9, 11, 13, 14, 15 in the *Personal Beliefs About Diversity Scale* and item numbers, 1, 3, 5, 7, 8, 10, 13, 18, 23, 25 in the *Professional Beliefs About Diversity Scale*, numerical values were reversed (1=5; 2=4, etc.) as final scores.
- The rest of the items' same numerical values in both scales were placed as final scores.
- Final scores were added to generate the *Personal Beliefs About Diversity Scale* score and the *Professional Beliefs About Diversity Scale* score. Scores can range from the 15 (lowest) to 75 (highest) for the *Personal Beliefs About Diversity Scale*.

The lowest possible score for the *Professional Beliefs About Diversity Scale* is 25, while the highest possible score is 125.

It can be drawn from the Table 3-3 that numbers were used to define the different scales for data analysis. The numbers were applied the end of each scale' scores and item groups' to define different scales. For example Scale scores1 presents the participants' total scores on the pretest *Personal Beliefs About Diversity Scale*; Scale scores2 presents the participants' total scores on the posttest *Personal Beliefs About Diversity Scale*; Scale scores3 presents the participants' total scores on the pretest *Professional Beliefs About Diversity Scale*; and, Scale scores4 presents the participants' total scores on the posttest *Professional Beliefs About Diversity Scale*. In a similar way Race1 presents the participants' race related items group scores on the pretest *Personal Beliefs About Diversity Scale*; Race2 presents the participants' race related items group scores on the posttest *Personal Beliefs About Diversity Scale*; Race3 presents the participants' race related items group scores on the pretest *Professional Beliefs About Diversity Scale*; and, Race4 presents the participants' race related items group scores on the posttest *Professional Beliefs About Diversity Scale*. The same numerical systems were used for all other demographic variables to describe the items' groups and survey scores.

Population and Sample

Overview of teacher education

The data for this study were drawn from a population of preservice teachers enrolled in a teacher education program in the South. The requirements of undergraduate program courses for students entering fall 2005 and later can be found in the appendix section (Appendix D). As a state institution and land grant college the university offers a broad range of programs in curriculum and teaching under the School of Teaching and

Learning. Known as PROTEACH, teacher preparation programs in elementary and secondary education consist of five years of intensive study in the arts and sciences and professional education culminating in the Master of Arts in Education degree and state certification as a classroom teacher. In addition to these initial teacher preparation programs, the department offers advanced degree programs such as Education Specialist, Doctor of Education, and Doctor of Philosophy. Areas of concentration are: curriculum, teaching and teacher education, early childhood education, educational psychology, English education, English for speakers of other languages/bilingual education, language arts and literature, mathematics education, reading education, science and environmental education, and social studies education.

During each semester of the teacher education program students are organized into cohorts of 25-35 students. Cohort groups take three or four key program courses together each semester, fitting in other classes when they fit their schedules as individuals. At the end of each semester cohort groups change to give students the opportunity to interact with different students across the program. Another important feature of the cohorts is block scheduling. Students must take a designated block courses in a sequence. Ross, Lane, and McCallum (2005) reported that majority of students and faculties have positive opinions on the cohort schedule.

Sophomore year

Students complete 60 hours of coursework mainly in liberal arts and sciences in their freshman and sophomore years. These courses include necessary content background to teach the state's elementary content standards. 12 students (4%) were in their sophomore year when they participated in the study.

Junior year

Eighty six percent of total participants (235), and 88 % of qualitative sample group (27) were in their junior year when they participated in this study.

Child Development for Inclusive Education (EDF 3115), Teachers and Learners in Inclusive Schools (EEX 3070), Family and Community Involvement in Education (SDS 3430), and Children's Literature (LAE 3005) are the blocked courses that students take during first semester of the junior year (Table 3-10). The Child Development for Inclusive Education course provides pre-service elementary school teachers with an overview of the principles of cognitive, social, and developmental psychology and their application in the classroom and other education-related fields. This course focuses on ideas about human learning and development, including an examination of individual differences, particularly during the childhood years from preschool through early adolescence, the implications of these ideas for the field of education, and their applications to promote learning. The Teachers and Learners in the Inclusive School course provide information about characteristics of, identification of, and teaching practices for exceptional children who are in the mainstream of education. The course is designed for general education majors, both elementary and secondary levels. The course also includes examination of psychological theories and research on typical and atypical development and their application in general education classrooms that include children with sensory, mental, emotional, and learning disabilities and gifted and talented children. The Family & Community Involvement in Education course focuses on examination of existing models and practices for enhancing family-school-community interaction with emphasis on communication, conflict resolution and climate-building skill development. Children's Literature is an introductory class on genres of children's

literature, critical response theory, strategies for critically evaluating books for instructional and aesthetic purposes, and strategies for generating personal, critical and aesthetic responses to literature from diverse and inclusive student populations.

Core Teaching Strategies (EEX 3257), Core Classroom Management Strategies (EEX 3616), Teaching Reading in Primary Grades (RED 3307), and Language Arts for Diverse Learners (LAE 4314) are the blocked courses that students take during second semester of the junior year (Table 3-10). Core Teaching Strategies assist students in learning how to apply selected researched-based and theoretical information in both general and special education classroom settings where tremendous student diversity exists. Core Classroom Management Strategies course is designed to assist preservice teachers in learning classroom management strategies to enable them to develop a positive classroom community for students with disabilities and other diverse learners. In Teaching Reading in Primary Grades students focuses on constructivist theory of how children learn and sociopsycholinguistic theory of language learning. And Language Arts for Diverse Learners is designed to prepare preservice elementary and early childhood teachers in the area of language arts, with a specific focus on the teaching of writing.

This year, multicultural and social justice themes are introduced with the extension of fieldwork. Bright Futures and Project Booktalk are the two main field studies, linked to the courses in the blocks, done by students during these semesters. Cohort 47 was part the Project Booktalk in which they read to children in family day care homes for ten weeks with a partner student and part of the Bright Futures that examines diversity and its impact on students' school experiences (Bondy & Ross, 2005). Both field experiences provide preservice teachers opportunity to work with children from low-income families

and examine the issues of diversity. Bondy and Ross (2005) described the first semester of junior year as “introduction to teaching, families and children in a diverse society”, and second semester as “an introduction to pedagogy”.

Senior year

Ten percent of the total participants (27), and 13 % of the qualitative sample group (4) were in their senior year when they participated in this study. During the senior year students take methods courses along with field experiences that provide them practical experience with elementary students.

Demographic Profile of the Participants

From the beginning of Fall 2004 semester through Spring 2006 semester I collected surveys from 12 sections of Children’s Literature classes. Surveys collected from 12 sections that include 6 teaching assistants (8 sections) and 2 faculty members (4 sections).

The following section includes more detailed demographic descriptions of study participants.

Table 3-4 shows the distribution of respondents by their demographic profiles. Approximately, 90% of respondents were female and 10% were male; 83% of respondents were White, and 17% of the respondents indicated Non-White and 23% of the respondents were 19 years of age, 47% were 20 years of age, 21% were 21 years of age, 5% were 22 years of age, .5% were 23 years age, 2% were 24 years and older age, 1.52% were left the age item as blank.

Table 3-4 suggests that 86% of the respondents were juniors, 10% senior, 4% sophomores; 18% of respondents had taken 0-1 courses related to multicultural themes, 56% of respondents had taken 2-3 classes, and 20% of respondents had taken 4 or more courses with multicultural themes, and 6% percent of the respondents did not respond to

this item, and 69% of the respondents had foreign travel experience, 29% of the respondents had no foreign travel experiences and 2% did not respond to the item.

The Table 3-4 also shows that 29% of the respondents had inner-city program experiences as a volunteer or staff member, while 57 % of them indicated they had no experiences of any inner-city program, and 14% of them did not respond to this item; 85% of respondents were monolingual and 15% of them stated that they know more than one language; 66% of them stated that they had some cross-cultural friendships while 34% stated they had much; and 15% of the respondents categorized the student body at their university as mainly one racial group, 4% as two major racial groups, 3% did not mark the item and majority of respondents, and 81% categorized their university as having many racial groups.

Table 3-4 demonstrates that 54% of respondents were Protestant, 22% were Catholic, 9% Jewish, 2% were described themselves other than listed groups, and 13% did not choose any options. In addition to religious affiliation, 42% of respondents described themselves, as liberal, 55% as conservative and 3% gave no response.

Data Analysis

The results of the study are presented in the form of descriptive analysis, bivariate analysis, and multivariate analysis. Table 3-5 and Table 3-6 were utilized to examine statistical relations.

As seen on the Table 3-6 the first research question was explored through different statistical procedures. Relationships between nominal level demographic variables were explored through a Pearson Chi-square test, Cross tabulation and either Cramer's V for two level tables or Contingency Coefficient for three or more level tables.

Cross tabulation is a matrix that shows the distribution of one variable for each category of a second variable. In other words it “shows the numbers of cases that have particular combinations of values for two or more variables” (Norris, 2000, p.121) and it summarizes the relationship between variables. Chi-square is a test of statistical significance appropriate for two nominal variables. More statistical terms it:

... estimates the probability that association between variables is a result of random chance or sampling error by comparing the actual or observed distribution of responses with the distribution of responses we would expect if there were absolutely no association between two variables” p.277 (Babbie, Halley, and Zaino, 2000).

For all applications of the Chi-square process .05 or a less value was considered an indication of statistically significant results in this study. Even though Chi-square indicates a relationship between variables as significant or not, it does not tell us the direction and strength of the relationship.

After looking at all relationships between nominal variables with the Cross tabulation and Chi-square process, I further analyzed the significant results to look at the directions and strengths of relationships between variables. Using Cramer’s V and Contingency Coefficient values I tried to determine whether one variable increases or decreases when the other variable changes values. As Healey, Boli, Babbie, and Halley (1999) stated, “direction and strength are independent of each other, and a bivariate association may be weak and negative, positive and strong, positive and weak, and so forth” (p.14). Both Cramer’s V and Contingency Coefficient, measure of association varies from -1.00 to $+1.00$. The closer the value to either plus or minus 1, the stronger relationship and values close to zero indicate weak relationships. Also the sign of value tells us whether the overall relationship is positive or negative.

The relationships between nominal independent demographic variables and interval dependent variables as survey scores were explored through t-tests for two levels of independent variables and ANOVA for more than two levels of independent variables. A T-test is a test for the statistical difference between two samples and ANOVA (analysis of variance) is based on a comparison of differences between three or more subgroups and the variance on the same variable within each of the subgroups.

To avoid the impression that all students' attitudes changed in the same directions, I employed a unique method of analysis not used by other studies of students' changes in attitudes toward diversity. Following the analysis of overall changes, directions of changes were analyzed using both descriptive and inferential statistical methods.

Qualitative Phase

Theoretical Framework

This research is guided by the theoretical and pedagogical understanding in critical multiculturalism (Kincheloe & Steinberg, 1997; Nieto, 1999) and critical theory (Kincheloe & McLaren, 1994). In addition, critical, social and political theories such as critical pedagogy (Freire, 1970; Giroux, 1997; hooks, 1994; McLaren, 1989; Wink, 2005), reader response theory (Rosenblatt, 1938/1978), critical literacy (Luke & Freebody, 1996; McLaughlin & DeVogd, 2004) and works of scholars in the field of multicultural education (Banks, 2004; Cochran-Smith, 2004, Gay, 2004; Grant & Sleeter, 1999; Nieto, 2004) examined as fundamental to understanding how they pertain to establishing power relationships in education and to the conceptualization of ideological position.

Critical theory and critical pedagogy

Hinchey (2001) said that critical theory is about possibility, and hope, and change.

Moreover, she stated that:

It calls our attention to places where choices have been made, and it clarifies whose goals those choices have served. It calls our attention to the fact that we might have chosen otherwise. Indeed, it proposes a radically different vision of schooling and urges us to make different choices (p. 15).

Kincheloe and McLaren (1994) listed seven basic assumptions that are accepted by criticalists who use their work as a form of social or cultural criticism:

- Every society systematically gives privileges to certain cultural groups and oppresses other cultural groups.
- The oppression experienced by an individual is an interactive combination of the various oppressions generated in response to all that individual's nonprivileged identities.
- Cultural texts (including but not limited to language) are probably the most powerful means of expressing and maintaining differences in privilege.
- Every human act, creation, or communication can be interpreted in relation to the cultural context of capitalist production and consumption.
- All thought is mediated by socially and historically constructed power relations.
- Facts can never be isolated from the domain of values and prevailing assumptions about what is valued.
- Mainstream research practices help reproduce systems of oppression that are based on class, race, gender, and other cultural categories.

Critical pedagogists, in response to social and critical educational theory, examined schools both in their historical context and as part of the existing social and political structure that characterized the dominant society (Carspecken, 1996; McLaren & Giralli, 1995). Wolk (1998) argued:

School should be a place that allow one to become empowered, a place that helps people become thoughtful human beings, a place that welcomes critical questions, a

place where people-children and adults- work together as a community of learners to nurture our society, our nation, our world, and our selves (p.6).

Giroux (1988) is among those scholars who have played a major role in developing a body of critical theory that is applicable to education. Giroux (2004) stated:

Pedagogy is a public practice largely defined within a range of cultural apparatuses extending from television networks, to print media, to the Internet. As a central element of a broad based cultural politics, critical pedagogy, in its various forms, when linked to the ongoing project of democratization can provide opportunities for educators and other cultural workers to redefine and transform the connections among language, desire, meaning, everyday life, and material relations of power as part of a broader social movement to reclaim the promise and possibilities of a democratic public life (p.46).

Therefore critical pedagogies can provide teachers and researchers with a better means of understanding the role that schools actually play within a race-, class-, and gender- divided society (Morrell, 2004).

Critical multiculturalism

Brady and Kanpol (2000) suggested, “The critical version of multiculturalism confronts diversity as a concept, then investigates its multifarious difference” (p.42). Critical multiculturalism draws upon the literature and analytical methods of cultural studies to gain a deeper understanding of how race, class and gender are represented in various social spheres (Kincheloe & Steinberg, 1997). Kincheloe and Steinberg stated, “Critical multiculturalism is dedicated to the notion of egalitarianism and the elimination of human suffering” (p.24). Nieto (1999) identified six criteria that characterize what has become known as critical multiculturalism. These included:

- Critical multicultural education affirms a student’s culture without trivializing the concept of culture.
- Critical multicultural education challenges hegemonic knowledge.
- Critical multicultural education complicates pedagogy.

- Critical multicultural education problematizes a simplistic focus on self-esteem.
- Critical multicultural education encourages “dangerous discourses.”
- Critical multicultural education admits that multicultural education cannot do it all.

Research Question

1. How do larger contextual factors such as power, privilege, and oppression affect the ways in which preservice teachers construct beliefs about diversity in children’s literature classes?

In light of theoretical and pedagogical understandings of critical, political and social theories (Critical multiculturalism, critical theory, reader response, critical pedagogy and critical literacy) as qualitative part of study one section of children’s literature class examined to address the research question, following Hatch’s (2002) critical data analysis steps.

Children’s Literature (LAE 3005) in PROTEACH in Fall 2005

One seminar class for graduate students and five undergraduate classes of children’s literature were offered during Fall 2005 by the department. Several weeks prior to the beginning of classes, instructors of the LAE 3005 Children’s Literature classes met to discuss issues, to orient new teaching assistants in addition to their regular training sessions and to overview the course materials. The meeting started with “Why” and “How” questions and issues such as;

- How literature courses differ from reading courses
- Why literature courses are important
- Why the genre approach
- Why the multicultural and social justice focus
- Underlying philosophies of the literature course

Then conversation moved to the first day of class as things to announce and remember such as:

- Children's literature specialization
- Professional journals and organizations
- Project Booktalk
- Bright Futures
- Library in room 2215
- The public library

The next theme of the meeting was on classroom structure and teaching strategies.

These issues were:

- Organization of the 3-hour class session
- Test on readings including midterms, final exams and weekly quizzes
- Reflective note cards
- Individual and group work and reports
- Weekly feedback
- Book sharing
- Teacher demonstration and lecture
- Read aloud and other reading strategies
- Bring in books
- Finding books-why good books
- Sharing books
- Classroom behaviors, absence
- Non-COE students

Because of limited sources of children's books and to avoid overwhelming requests from libraries on the same genre from all classes a weekly rotation schedule of genres read by the classes was prepared.

Course Instructor

The course instructor for the qualitative part of the research study was a professor of education in the School of Teaching and Learning. She teaches courses in children's literature and children's literature seminars on African American literature, global and international literature, Holocaust literature and other topics. Her main goal is working

with teachers to make literature a central part of the elementary school curriculum. At the time of this study she was serving on the Children's Literature Assembly Board of NCTE and is a member of the Notable Books for a Global Society Committee of the Children's Literature and Reading SIG of the International Reading Association. Her research focuses upon critical multicultural analysis of children's literature, children's response to literature, literature in the curriculum, genre studies, and classroom applications of literature.

Demographics of COHORT 47 in LAE 3005

The demographic data sheet as part of Personal and Professional Beliefs about Diversity Scales consisted of sixteen items that provided information about demographics and individual characteristics of the participants. These items include the following areas; gender, age, racial groups, class standing, number of course taken related to multicultural themes, foreign travel, domestic travel, work/school in another country, Peace Corps volunteer, Vista volunteer, inner-city program experience, description of student body, religious affiliation and denomination, second language and cross-cultural friendship.

Table 3-7 summarizes the demographic variables of cohort 47. The majority (97%) of cohort 47 was female and the cohort ranged in age from 19 to 21 years ($M=20.22$). For racial status, 81% of the cohort members described themselves as White, and 19% as non-White; Eighty eight point five percent of the cohort members were juniors, and 13% were enrolled as seniors. 78% of students had two or three courses, 16% had four or more courses and 6% had either none or one course experience related to multicultural education before the Fall 2005 semester.

Table 3-7 also showed that 63% of the students had participated in foreign (vacation) travel, 94 % had domestic (vacation) travel, 13% went to work/school in

another country, 6 % had Vista volunteer/staff experience, and 25% had some inner-city program volunteer/staff experience. The demographic question how would you describe the student body at your university, was reported as many racial groups by 88% of students, whereas 3% reported as two major racial groups, and 9.4% reported as mainly one racial group.

As religious denomination 47% described themselves as liberal, and 53% as conservative; 28% of student described their religious affiliation as Catholic, 25% as Protestant, 22% as Other, and 16% did not fill that options.

With regard to second language use, 16% percent of the cohort members identified themselves as second language speakers (All Spanish), and 85 % responded that they spoke only English. 72% of students reported their current involvement in meaningful cross-cultural friendships, as none, very little or some, whereas 28% reported much and extensive cross-cultural friendships.

Data Collection

Marshall and Rossman (1999) stated that qualitative researchers typically rely on four methods to collect data. These are participation in the setting, direct observation, in-depth interviewing and analysis of documents and material culture. Interviews, observations and written assignments of the classroom served as the qualitative part of the data collection procedures in this study.

Interviews

There were several reasons why I conducted interviews of some students to complement the quantitative data collected in surveys. The interview questions provided an in-depth exploration of the participants' experiences in the children's literature class. One way in which interviews supported the research questions was that they provided a

contextual background from which to examine students' identities and demography. The follow-up interviews after class sessions helped to explore students' experiences with the exposure and challenges they encountered in children's literature class. During the semester I conducted open-ended interviews with four students, 30 - 45 minutes in length, and with two focus groups of six and four students, 45-55 minutes in length. These interviews took place after their regular class time in an office within the college building. All students who participated in interviews were volunteers. Also after each class session short open-ended interviews were conducted with the classroom instructor to see what she noticed. Interviews allow for a better understanding of the context for participants' responses (Bogden & Biklen, 1992) in addition to supplementing the survey, observations and archival data with in-depth, detailed information (Patton, 1990). There are several advantages to conducting interviews, particularly as they were employed in this study in combination with surveys, observations and archived documents (class assignments).

I followed a logical order on which to build the interviews, starting with reflection of the participants' experiences in this class regarding the issues of diversity that participants did not put much emphasis in their archived documents, consideration of controversial issues, and then into and general discussion regarding the surveys, survey items and participant's out of class experiences, and finally participants' reflection on curricular application for their future classrooms. Below are the questions:

- I want to you think about your experiences in this class, try to recall some of them, and talk about their relation to issues of diversity. For example;
- Social Class?
- Gender?

- Religion?
- Language?
- Immigration
- Curricular connections?
- Have you ever been silenced in this class because of the topic, issues discussed in the class or something else?
- Looking at your second survey, what are your overall impressions, do you think something changed? (A copy of beliefs scale was provided to interviewees)
- Looking back at your overall experiences in this semester, what kind of experiences have you had such as other classes, campus life, meeting with different people, that might effect your beliefs regarding the issues of diversity?
- As a future class teacher what would you do include multicultural issues in your curriculum, regarding what you have learned in this class?

Four individuals and two focus groups of four and six students were interviewed, and I transcribed each interview. Similar to written responses (Class assignments), I analyzed the interview transcripts using Hatch's (2002) data analysis framework for critical research.

Observations

Another important aspect of this study involved classroom observation. Qualitative data are the detailed descriptions of situations, events, people, interactions, and observed behaviors, direct quotations from people about their experiences, attitudes, beliefs, and thoughts, and excerpts or entire passages from documents, correspondence, records, and case histories (Patton, 1990). I observed every class session from beginning to end for the entire semester of the study. I took field notes by hand. After each session I reread my observations and clarified any confusing data.

Archive-review of documents

Students' written class assignments were used as archival data in this project. Below is a description of the papers that were completed by the participants during the semester. At the end of each class session I requested the homework papers or class writing from the professor and made copies of them. The following sections include description of each course assignment from the course syllabus. The course syllabus can be found in the appendix section (Appendix C).

Week I: Course Introduction

During the first week of class students were asked to response picture books that were chosen by instructor. They signed up for three literature circle novels that they will read during the semester. These response papers were pre-assessments on how students responded to books. The students would review the same books at the end of the semester to demonstrate their growth in reader response.

Week II-Reading Identity and Cultural Identity

Students were responsible for a two-part paper about their identities.

Part I: Reading Identity

Students were asked to reflect their development as a reader. The reflection could include: favorite books, why they are the reader or non-reader that they are today, who read to, potential impact of that lack of read aloud experience, teachers throughout their schooling who fostered a love of reading and those who did not, and the strategies that helped them become an avid reader or discouraged avid reading.

Part II: Cultural Identity

Students were asked to reflect their thoughts regarding diversity. Specifically they required examining encounters they have had with individuals of different: culture,

ethnicity, regional backgrounds, religion, gender, sexual orientation and gender identity, disability or difference, social class, age, and family structure and their reactions and comfort in these interactions.

Week III-Informational Books

The informational book assignment was to find (in the public library) and read a recently published (2000 - 2006) nonfiction informational book on a topic that interested them and to write a response and an evaluation of the book according to a guideline provided in the syllabus.

Week IV- Multicultural and International Literature

The multicultural literature assignment was to read the novel for which they had signed up on the first day of class (novels were available for purchase in a local bookstore) and to write a personal and analytical response to the book.

Week V-Poetry and Plays

The poetry assignment was to find a recently published narrative poem book from a list of books provided in class and to find a contemporary poet whose work they enjoyed and be prepared to read or perform one of the poems in class. They wrote a short reflective paper on these assignments that was analyzed for this research project.

Week VI-Picture Books

The picture book assignment was to conduct an illustrator report on an illustrator they had signed up to research earlier in the semester and to provide a single page handout about the illustrator, the art, and the books that were analyzed.

Week VII- Realistic Fiction

The realistic fiction assignment, like the multicultural assignments, was to read the realistic fiction novel for which they had signed up on the first day of class and to write a personal and analytical response to the book.

Week VIII- Traditional Literature

The traditional literature assignment asked the students to read two different kinds of folk literature from two different cultures and to identify cultural and folktale elements that were germane to the culture of the setting of each folktale for their written responses.

Week IX- Historical Fiction

The historical fiction assignment, like the multicultural and realistic fiction assignment, asked students to read the novel for which they had signed up and to write a personal and critical analysis response to the book.

Week X- Modern Fantasy

The modern fantasy assignment asked students to read an award-winning modern fantasy novel or three award-winning fantasy picture books and, write a personal and critical response to the book(s), including the type of fantasy books they selected and the fantasy elements for each book.

Week XI- A Literature Curriculum

The literature assignment asked the students to find an article in a professional journal about a teacher who taught with literature using one of the following techniques and to write a one-page summary of article. The techniques were home reading programs, classroom libraries, literature circles, book clubs, genre studies, reading logs or reading journals, reading workshop, and literature in the content areas (science, social studies, art, music, math).

Week XII- UAS Presentation

The UAS assignment was to find a partner and conduct an inquiry study into a topic of diversity in children's literature and to write a short paper and make a class presentation on the findings. There was a detailed handout of procedures.

Week XIII- Final Session

Students were continued on their UAS presentations and responded post-test on a picture book analysis that first part was done during the first day of class.

Data Analysis

A framework described by Hatch (2002) was used for data analysis procedures in this study. Hatch (2002), proposed a data analysis framework for critical research that builds in analytic integrity so that findings are grounded in data while acknowledging the political nature of the real world and the research act. As he described, a more specific goal is to give critical researchers tools for data analysis that fit within the assumptions that characterize their perspective. This framework includes eight steps (Hatch, 2002, p.191-201). These steps are:

- Read the data for a sense of the whole, and review entries previously recorded in research journals and/or bracketed in protocols.
- Write a self-reflexive statement explicating your ideological positionings and identifying ideological issues you see in the context under investigation.
- Read the data, marking places where issues related to your ideological concerns are evident.
- Study marked places in the data, then write generalizations that present potential relationships between your ideological concerns and the data.
- Reread the entire data set, and code the data based on your generalizations.
- Decide if your generalizations are supported by the data, and write a draft summary.

- Negotiate meanings with participants, addressing issues of consciousness raising, emancipation, and resistance.
- Write a revised summary and identify excerpts that support generalizations.

Hatch also provided a set of questions for assessing data analysis adequacy. These questions include:

- Were ideological positionings explicated and political issues related to the study identified in a self-reflexive statement?
- Were generalizations written that represent relationships between ideological expectations and the data?
- Are generalizations supported by the data?
- Were data-based generalizations written as a draft summary?
- Was the summary used as a tool for addressing issues of consciousness raising, emancipation, and/or resistance with participants?
- Was the summary revised to include insights shared by participants? (p .210).

Recently published dissertations and books were examined to understand the different stages of the critical studies.

Following Hatch' (2002) data analysis steps for critical research I analyzed all qualitative data including interview transcripts, participants' class assignments, and my observation notes through the following order:

- I read entire data sets including interview transcripts, observation notes, and archive documents.
- I put aside my ideological statements drawn from critical theory, and critical multiculturalism as theoretical framework for my study.
- I read the data and marked the places in all data sets related to my ideological concerns.
- I studied marked places and I focused on connections between these places and my ideological statements.

- I concentrated on data based on connections described in the previous stage and coded data in their relation to issues such as gender, race/ethnicity, social class, religion, immigration, sexual orientation, language, ability/disability, and monocultural/multicultural education.
- I checked my generalizations and coded data sets.
- I critiqued my generalizations with participants and using follow up interviews, observation notes, participants' evaluation notes, survey results, and works of scholars in the field of multicultural education.
- Based on my critiques, I wrote the final revised summaries.

Trustworthiness

The issue of trustworthiness is central to the evaluation of any research endeavor.

To ensure the trustworthiness of this study, I utilized several techniques of data triangulation. I used a survey that has been tested by many researchers with a high reliability scores as well as a high reliability scores from my study. Also I used questionnaires to identify initial demographic information and emerging themes and categories regarding students' beliefs on the issue of diversity. Follow-up open-ended and focus group interviews provided a chance to explore these initial themes and categories of information in more depth and to confirm or contradict my initial conclusions.

To guarantee the trustworthiness of the interview protocol I consulted with my doctoral committee members to evaluate for accuracy and clarity. During the interviews, I heavily relied on open-ended questions rather than closed-ended questions in order to elicit richer responses.

Classroom observations and students' class assignments as archival data provided a foundation on which themes and categories may emerge more naturally from the participants' experiences. For this study I participated in the entire class sessions.

As a part of data analysis, member checking allowed study participants to test the interpretations, analyses, and conclusions to see if they provided accurate representations of their experiences. In addition, I used several outside peer reviewers to ensure the trustworthiness of my analysis of data.

Table 3-1. Methodology matrix

Research questions	How do the political and social aspects of the demography of preservice teachers' influence their beliefs on the issue of diversity?	What are the changing attitudes and beliefs, if any, of preservice teachers' on the issue of diversity over the semester in children's literature classes?	How do larger contextual factors such as power, privilege, and oppression affect the ways in which preservice teachers construct beliefs about diversity in children's literature classes?
Research Methods			
Demographic information	+	+	+
Survey	+	+	+
Observations		+	+
Interviews		+	+
Written assignments		+	+

Table 3-2. Reliability scores and means of scales

		Total		Sample	
		Pre	Post	Pre	Post
Personal beliefs about diversity scale	N	274	274	32	31
	Alpha	.7676	.7987	.7332	.7626
	Mean	58.5620	60.2409	59.6250	60.7419
Professional beliefs about diversity scale	N	274	274	32	31
	Alpha	.7898	.8067	.7679	.8075
	Mean	94.9672	98.9964	95.4688	98.2903

Table 3-3. Numerical values to define different scales

Variables	Scales
Scale scores1	Pretest personal beliefs about diversity scale
Scale scores4	Posttest personal beliefs about diversity scale
Scale scores3	Pretest professional beliefs about diversity scale
Scale scores4	Posttest professional beliefs about diversity scale
Race1	Pretest personal beliefs about diversity scale race related items group
Race2	Posttest personal beliefs about diversity scale race related items group
Race3	Pretest professional beliefs about diversity scale race related items group
Race4	Posttest professional beliefs about diversity scale race related items group

Table 3-4. Demographics of participants

Gender		Race		Age						
F	M	White	Non-white	19	20	21	22	23	24+	n/a
247	27	227	47	63	128	58	14	1	6	4
Class standing				Multicultural course experience				Foreign travel		
Junior	Senior	Sophomore		0-1	2-3	4+	n/a	Yes	No	n/a
235	27	12		50	153	56	15	189	80	5
Inner-city experience				Second language		Cross-cultural friendship		Student body description		
Yes	No	N/a		Yes	No	Som	Much	One	Two	Many
80	157	37		41	233	180	94	41	12	221
Religious affiliation				Religious denomination						
Protestant		Catholic		Jewish	Other	n/a	Liberal	Conservative		n/a
149		59		24	6	36	116	150		8

Table 3-5. Academic and demographic independent variables used in this study

Academic and background variables	Description
Gender	This nominal IV has two levels (male and female)
Age	This nominal IV has six levels (1(19 years old), 2(20 years old), 3(21 years old), 4(22 years old), 5(23 years old), 6(24+ years old))
Racial groups	This nominal IV has two levels (White and Non-White)
Class standings	This nominal IV has four levels (Junior, Senior, Sophomore, Graduate)
Multicultural course experiences	This nominal IV has three levels (1(0-1 course), 2(2-3 courses), 3 (4+ courses))
Foreign travel experience	This nominal IV has two levels (Yes and No)
Inner-city experience	This nominal IV has two levels (Yes and No)
Student body description of university	This nominal IV has three levels (Mainly one racial group, two racial groups, and many racial groups)
Religious affiliation	This nominal IV has four levels (Protestant, Catholic, Jewish, and Other)
Religious denomination	This nominal IV has two levels (Liberal and Conservative)
Second language	This nominal IV has two levels (Yes and No)
Cross-cultural friendship	This nominal IV has two levels (Some and Much)

Table 3-6. Statistical procedures

Levels of variables		Statistical procedures
Nominal (Independent demographic variables)	Nominal (Independent demographic variables)	Pearson chi-square test, cross tabulation, cramer's V (for 2x2 tables), contingency (for more than 2x2 tables)
Nominal (Independent demographic variables)	Interval (Dependent variables-total scores)	t-test (for two levels independent variables) ANOVA (for more than two levels independent variables)

Table 3-7. Demographics of cohort 47

Gender		Race		Religion			
F	M	White	Non-white	Protestant	Catholic	Jewish	N/a
30	1	25	6	15	8	3	5
Student body description				Age		Foreign travel	
One	Two	Many		19	20	Yes	No
3	1	27		23	8	19	12
Inner-city experience				Second language		Cross-cultural friendship	
Yes	No	N/a		Yes	No	Some	Much
8	21	2		5	26	22	9
Religious denomination				Multicultural course experience		Class standing	
Liberal	Conservative	n/a		0-1	2-3	4	Junior Senior
15	14	2		2	24	5	27 4

CHAPTER 4 CONTEXT OF CHILDREN'S LITERATURE

In this chapter, I report on my observation notes, interviews and students' assignments to allow readers to get a better sense for the context of the children's literature class. I complement these materials with the literature on multicultural children's literature, critical pedagogy, and critical multiculturalism.

For reducing large amounts of data based on observation notes without losing any essential of components of the class context, I discussed with my committee members and I grouped these notes for further analysis. These groups are formed as follows:

- Course Introduction: Introduction to Children's Literature
- Assigned Readings: Picture Books (Illustrator Study), Realistic Fiction (Literature Circle Novels), Historical Fiction (Literature Circle Novels), and Multicultural Literature (Literature Circle Novels). These four different assignments were part of students' responses to the novels and illustrators that they signed up during first day of class.
- Self-Selected Reading: Modern Fantasy, Traditional Literature and Nonfiction Literature. These three different assignments are part of students' responses to their own selected picture books or novels.
- Special Topics: Project Booktalk, Responses to special topic books (Sexual Orientation), UAS Assignments and, reader and cultural identity papers.

To allow readers to get a better sense for the actual Children's Literature class, I start the chapter with a description of the day of course introduction based on my observation notes. Then, I describe four additional segments of the class under assigned readings, self-selected readings, special topics, and classroom evaluations.

Each description is followed by a discussion of the segments including literature on children's literature, critical pedagogy, and critical multiculturalism. I focus on the issues brought by both students and instructor during each class session in their relation to larger contextual factors such as power, privilege, and oppression that affect the ways in which preservice teachers construct beliefs about diversity in children's literature class.

Course Introduction

Introduction to Children's Literature

When the students came to the first class, they were greeted by the instructor "Welcome to this course on children's literature!" followed by a short introduction of the course. After spending this first couple minutes getting to know each other and articulating what they will learn about children's literature, I administered a survey (*Personal and Professional Beliefs About Diversity Scales*, Pohan 1998). The professor then asked the students to select a picture book from a collection she brought to class and write a response to it. Set on windowsills and blackboard, the covers of the books were visible to students before they made their selections. Students were asked to choose one book among more than forty picture books across a wide variety of genres. The response process ended within 15-20 minutes. After completion of the written responses, students held up their books, one by one, and told the class why they selected the books. The instructor wrote their responses on the blackboard: "familiar topic, cover, colorful, wonder, color, illustrations, pictures, experience, hopeful tone, art-connection, prediction, genre, moral theme, cute," which led the instructor to talk about implications of this list. She talked about what research says on children's book selection and compared that information with the list on the blackboard.

On the first day, the next activity for the class was a read-aloud. The instructor chose “The Bat Boy and His Violin” by Curtis (2001) and explained the reasons why she selected that book (love of music, sports, and history) and told the class she was going to demonstrate how to read aloud a book. Then she talked about the Coretta Scott King Award emblem on the front jacket of the book (what professional organization gives the award, why it was given to the book, and the meaning of the award’s emblem), the importance of information about the author, the importance of information about the publisher and publication date. After completing these introductory activities she read aloud the book, and then asked students for their responses, which included “realistic illustrations, wonderful writing.” The instructor then asked the class, “Why would I pick this book on the first day of the school?” and, after getting some responses such as “good moral, teach something, good story” she explained why she would select this book connecting with the whiteness of teaching force and mixed student profile in the elementary classrooms.

At the end of the read aloud the class, including the instructor, played an “I am good at game” where each student told their names and said what they were good at. Students’ responses included “storyteller, tap dancer, cooking, being neat, golf, gymnastic, organized, packing, arts, photography, dance, painting, music-piano, working with children, managing time, creativity, interior design.” The game followed by students’ responses on where they were from. Realizing one student came from a different college in a different state; the instructor asked the class their suggestions for good places to visit in the town for the newcomer. She placed a restriction on the types of nice places to omit restaurants, bars or shopping place names. Students listed places

including state parks, movie theaters, student organizations within the university, and museums around the town. Before the break instructor told the class they should change their seats every week to allow them to know better each other, as this was their first semester in the program.

After a short break the instructor passed out the Getting the Know You forms to be filled out by students and distributed the course syllabus. She then showed a power point presentation on the historical fiction, multicultural and realistic fiction novels, and asked students to sign up for one book from each genre. The instructor introduced the textbooks for the class after a short discussion of the syllabus, the nature of the course, and course objectives. Then she explained them the importance of supporting local bookstores to explain where the textbook and novels had been ordered and were located for purchase, or, they could, of course, use their own choices of market places.

Segments from Course Introduction:

How to find good books & children's literature awards:

The importance of authentic literature is well described by many scholars in the field of children's literature. For example Hazel Rochman, in her book, *Against Borders* (1993) explained the overall purpose of multicultural literature. She wrote:

A good book can help to break down [barriers]. Books can make a difference in dispelling prejudice and building community: not with role models and literal recipes, not with noble messages about the human family, but with enthralling stories that make us imagine the lives of others. A good story lets you know people as individuals in all their particularity and conflict; and once you see someone as a person - flawed, complex, striving - then you've reached beyond stereotype. Stories, writing them, telling them, sharing them, transforming them, enrich us and connect us and help us know each other (p. 19).

One of the major book review periodicals, the *Horn Book* magazine, only reviews half of the children's books out of more than 10, 000 books published in each year. After

pointing out the impossibility of reviewing all books, the instructor explained how corporate takeovers and buy-outs left only 5 huge major publishing companies as parts of much larger companies, which left the family-owned, small publishing companies struggling to produce a few good books. Then she focused on how these companies' courted celebrities to write books, advertised products through children's books, and turned story characters into dolls and toys to explain the goals of publishers to turn a profit.

Asking students to think back through their lives and how they became an avid readers through reading good books, or not, she stated it is the goal of a children's literature program to help children become avid readers. Giving an example of her service on committee to select Notable Books for a Global Society Committee (of the Children's Literature and Reading SIG of the International Reading Association (IRA), she explained one way to make sure they are selecting good books to read was to search for books that have won awards. Then she introduced the major children's literature awards.

The instructor provided a chart showing major children's literature awards with the Internet sites, and short information about each award. She pointed if they want to find a good book in a certain area or from certain culture, this information can be very helpful. Table 4-1 presents the children's literature awards discussed during the second week of class.

The instructor's final comment on children's literature awards and finding good books was, "You are far more likely to find good books at independent bookstores than at the mass-market stores, who again are out to make money on books by celebrities or

those with media connections. It is important to support local bookstores so that your community always has access to the best books that are published.”

Why a multicultural perspective?

Many researchers have found that multicultural children’s literature provides an influential reading experience and challenges readers to critically examine the world (Enciso, 1994, 2001; Ford, Tyson, Howard, & Harris, 2000; Glenn-Paul, 1998; Tyson, 1999).

The class instructor introduced the culture gap between students who succeed and students who don’t, with an historical overview of our society’s racist perspectives. The instructor gave examples of how white people are privileged by our ancestors who received free land and labor then explained existing inequities between racial groups of our society including examples how whites are holding powerful positions, how public schools have placed large numbers of students of color in special education classes, segregation of school cafeterias, and whites’ efforts to avoid their children being schooled with minorities in housing choices and school choices.

She pointed out how it is important for future teachers become aware of their racism and take steps to eradicate it before becoming teachers. She emphasized one way to address racism is to provide minority children with books by minority author or books that more closely match their experiences. Also she emphasized that future teachers need to learn how to find books by minority authors, with a warning that most people select favorite books that reflect experiences similar to their own, and therefore white adults might not naturally gravitate toward minority authors.

Seating arrangements:

Many scholars who focus on K-12 education have pointed out the importance of creating an appropriate physical environment, that teachers must address the critical issues of physical space, appropriate furniture, designated areas, seating arrangements, and visual appeal. Many studies can be found on the effects of different seating arrangements, including rows, clusters, and circles on interactions among students identified as high- and low-achievers and high- and low-interacters. Only a few studies focus on the importance of seating arrangements at college level. Jackson, Engstorm, and Hassenzahl (2005) tested 310 participants (151 men and 159 women; M age = 20.0) from a large southwestern U.S. university who were asked to select a leader from among five persons depicted around a rectangular table to find the effects of a person's sex on seating arrangement choice. In conflict with prior research indicating gender bias against women as leaders, they found that participants chose a person seated at the head of the table as the leader of a group, regardless of that person's sex.

The organization of the physical space implicitly reflects certain principles in the classrooms. A recommendation for students to change their seats weekly followed instructor's initial arrangements for the many sessions that put the different students together in a group. Literature circle groups, dividing students into world regions when reading folktales and international children's books, dividing students into different groups by ethnicity when reading multicultural picture books were a few of the strategies used by instructor to mix the students. These strategies might have helped to stop the any informal grouping that appears to be developing in the classroom by race, ethnicity, social class or ability.

How to read a book: Rosenblatt's theory

The instructor introduced Dr. Louise Rosenblatt as the first female professor at New York University and relevancy of her ideas as they were when she first wrote about them. First she explained the “Literature Response Theory”, then the terms “aesthetic” and “efferent readings.” Her comments included; “Reader Response Theory” requires students’ personal and critical responses to the books. Instead of testing students on the content of books, teachers can provide literature response journals or literature logs to let students write their impressions of the books that they read. Forming book clubs and literature circles provide students opportunities to share their ideas on their reading.

Over the last several decades, reader-response theories have become widely accepted in our classrooms. At all levels, literature classes include central tenets of the theory, particularly the notion that learning is a constructive and dynamic process in which students extract meaning from texts through experiencing, hypothesizing, exploring, and synthesizing (Mora & Welch, 2007). As Mora and Welch stated

Using reader response in the classroom can have a profound impact on how students view texts and how they see their role as readers. Rather than relying on a teacher or critic to give them a single, standard interpretation of a text, students learn to construct their own meaning by connecting the textual material to issues in their lives and describing what they experience as they read. Literature circles, journal writing, and peer writing groups all grew out of the reader-response movement. These teaching strategies value student-initiated analysis over teacher-led instruction, promote open-ended discussion, and encourage students to explore their own thinking and trust their own responses.

Read aloud:

Reading aloud was a weekly activity for the class. Often the instructor sat on a chair, asked the students to find a space on the floor where they can see the illustrations in the book, and then modeled how to read aloud using books related to the topic of the week. Also students read aloud to the class or they read aloud to a small number of

audiences in their group. Book selections for read alouds mostly related to weekly topics as well as issues brought in by the instructor.

Read alouds took more time in the early weeks of semester when the instructor emphasized many things the students could do, and teach children to do, to make the experience richer. These included:

- Examination of the cover of the books: effectiveness of cover, what it stands for
- Reading about author and illustrator: how author wrote the book, author experiences with the topic, authors' cultural connections with the story characters, author-illustrator connection, and publishing process
- Examination of the endpapers: artwork, relation to the story
- Studying the title page: What might the title mean, clues about how to read
- Publisher information: what kind of books do they publish?
- Verso page: examining the dedications for clues about the book
- Copyright information and cataloging information: genres of the books
- References, index, glossary; finding helpful information
- Reading out loud and discussion

Serafini and Giorgis stated (2003):

If college professors do not demonstrate the importance of reading aloud, if they do not support teacher candidates as they practice this important instructional strategy and explain how to use read alouds as the foundation for reading instruction, chances are that teacher candidates will not value these learning experiences once they become certified teachers themselves (p.7).

Table 4-2 represents the read aloud book list to which students were exposed throughout the semester.

Assigned Readings

Picture Books

There are many kinds of picture books being published today and for that reason picture books have very diverse functions. At the beginning of the session, the instructor explained how picture books cross genres giving examples of fiction, nonfiction, poetry and prose, realistic and fantasy, and folktale picture books. Discussion on picture books followed including the importance of picture books, awards for picture books, criteria for good picture books and publication of picture books. Then students, one by one, reported their findings on the illustrator whose books they examined, including; the list of the books they read and reviewed, analysis of the media, art elements, and artistic style of the illustrator, portrayals of socio cultural issues in the books, and short biographies of illustrators.

As emphasized by the instructor several times, students were exposed reading books by different cultures than their own. The illustrator list from which the students could select included many illustrators that represented minority cultures. These included illustrators from different ethnicities; African-American (Don Tate, Floyd Cooper, Shane W. Evans, Pat Cummings, Faith Ringgold, Colin Bootman, Christopher Myers, Bryan Collier), Afro-Puerto Rican (Eric Velasquez), Latino/a (David Diaz, Lulu Delacre), Chinese American (Ed Young), Japanese American (Allen Say), as well as well known illustrators from mainstream cultures (David Small, Dennis Nolan, Betsy Lewin, David Wiesner, David Wisniewski, Emily A. McCully, Molly Bang, Ted Lewin, David Shannon, Frané Lessac, D. B. Johnson, Paul O. Zelinsky, Ann Grifalconi, and Peter Sis). The following table represents the list of illustrators and students' book selections of books for their reports. Their selections depended upon what was available in the local

public library, the source of books for all of their assignments. Fortunately, over the years the public library has built a strong collection of multicultural books, in part, as a response to the assignments of children's literature instructors at the University.

Realistic Fiction

At the beginning of the session on realistic fiction class the class discussed the importance of realistic fiction, criteria for selecting good realistic fiction books, curriculum connections after reading realistic fiction picture books selected by the instructor, in addition to regular literature circle discussions on students' readings. The instructor shared a book written by Jacqueline Woodson and illustrated by James E Ransome "Visiting Day," to end the individual readings. A short introduction on picture books was followed by whole class discussion on the issues brought by instructor. These issues in questions format were,

- How will we bring controversial topics like parents in prison, serious illness, death, LGBT parents, religion, and politics into our classroom discourse and at the same time respect all points of view?
- What is the relative importance of a book on a topic that is sensitive compared to the importance of good writing?
- How do I determine the age appropriateness of realistic fiction literature?

Students' responses on controversial topics reflected their concerns with parents and school administrators, and indicated their belief that the books were more appropriate for middle school students rather than upper elementary as recommended by professional book reviewers.

The following list represents the novels that students had signed up for during the first class:

- Johnston, T. (2001). *Any small goodness: A novel of the barrio*. NY: Blue Sky

- D'Adamo, Francesco (2003). *Iqbal*. Translated by Ann Lenori. NY: Atheneum
- Ellis, Deborah (2001). *The breadwinner*. NY: Greenwood
- Lisle, Janet Taylor (2003). *The crying rocks*. NY: Atheneum
- Ryan, Pam Munoz (2004). *Becoming Naomi Leon*. NY: Scholastic Press.
- Sheth, Kashmira (2004). *Blue Jasmine*. NY: Hyperion
- Weeks, Sarah (2004). *So b it*. NY: Laura Geringer
- Woodson Jacqueline (2000). *Miracle's boys*. NY: Putnam.
- Grindley, Sally (2004). *Spilled water*. NY: Bloomsbury

Historical Fiction

The purpose of the historical fiction assignment was to broaden students' knowledge about American history and to help them enjoy a very well written novel about American history, as explained by instructor during first day of the class. At the beginning of the session the instructor explained how they know little about the history of their country other than what they were taught in school, which was mostly about men fighting wars and the settlement of their Nation to point the narrow perspective in most school curricula on American history. She shared and read picture books to show students the examples of multiple perspectives on historical events.

Literature circles followed the discussion on the importance of historical fiction and the criteria for selecting historical fiction literature, on the historical fiction novels that the students had read for this class assignment. The following list represents the novels that students had signed up for during the first class:

- Chotjewitz, David (2004). *Daniel half human: and the good Nazi*. NY: Simon and Schuster, Inc.
- Crowe, Chris (2002). *Mississippi trial, 1955*. NY: Penguin.

- Hale Marian (2004). *The truth about sparrows*. NY: Henry Holt.
- Hill, Kirkpatrick (2005). *Dancing at the Odinochka*. NY: Margaret McElderry.
- Pearsall, Shelley (2004). *Trouble don't last*. NY: Random House.
- Patneau, David (2004). *Thin wood walls*. NY: Houghton Mifflin.
- Orlev, Uri (2003). *Run boy run*. Translated by Hillel Halkin. NY: Houghton Mifflin.
- Hughes, Pat (2004). *The breaker boys*. NY: Farrar Straus Giroux.

The following list includes picture books shared by the instructor during the historical fiction session.

- Bunting Eve (1994). *Smoky night*. Ill. David Diaz. NY: Harcourt Brace.
- Polacco, Patricia (1994). *Pink and say*. NY: Putnam.
- Yin (2000). *Coolies*. Ill. Chris Soentpiet. NY: Penguin.
- Stewart, Sarah (1997). *The gardener*. Ill David Small. NY: Farrar Straus & Giroux.
- Yolen Jane (1992). *Encounter*. Ill. David Shannon. NY: Harcour.
- Lester, Julius (1998). *From slave ship to freedom land*. Ill. Rod Brown. Dial.
- Erickson Paul. (1998). *Daily life on a southern plantation 1853*. New York: Lodestar Books.

Multicultural Literature

The session on multicultural literature started with a discussion of how America became increasingly diverse and how Euro-American attribution of the dominant society will gradually no longer be the norm. Discussion was summarized by instructor on the need to prepare future teachers who are comfortable negotiating their way among students and their families from many different cultural traditions and groups and to expose the presently white majority of future school-teachers to literature about cultures other than their own. She informed the class that is the one way to become familiar about

people of other culture is to read children's books by authors of those cultures. Before the literature circle discussions on multicultural novels, the class examined different kinds of picture books related to the different types of multicultural books including "melting pot" "Social Conscience" and "Culturally Conscious" books (Sims-Bishop, 1982).

The following list represents the novels that students had signed up for during the first class:

- Park, Linda Sue (2001). *A single shard*. New York: Houghton Mifflin.
- Kessler, Cristina (2004). *Our secret: Siri Aang*. New York: Philomel.
- Krishnaswami, Uma (2004). *Naming Maya*. New York: Farrar Straus Giroux.
- Bruchac, Joseph (2004). *Hidden roots*. New York: Scholastic.
- Whelan, Gloria (2004). *Chu Ju's house*. New York: Harper Collins.
- Lekuton, Joseph Lemasolai (2003). *Facing the lion*. Washington, D.C.: National Geographic.
- Auch, M.J. (2005). *Wing nut*. New York: Henry Holt.
- Napoli, Donna Jo (2002). *Daughter of Venice*. New York: Dell.
- Marsden Carolyn (2004). *Silk umbrellas*. Massachusetts: Candlewick.

Segments from Assigned Readings

Gender

The realistic fiction session a whole class discussion was held on the issue of gender. The instructor explained and gave examples of how media portray women as sex objects for men to idolize, and books' and magazines' and schools' influence on gender identity. Further examples were related to how these different attitudes toward diversity translated into inequality and discrimination in our society. The following list is a summary of the discussion on "How can literature help?"

- Many good books have girl characters who are adventuresome and smart
- Fewer books portray sensitive males, but there are some that do
- Find books that counter any stereotypes and place them in your class library
- Examine the books on your bookshelves and be sure that there are wide range of gender roles in them
- Add books that were not available until recently about LBGT families and children and adults countering gender stereotypes
- Comment upon stereotypes when you do encounter them in language, literature, or life experiences

Holocaust literature

The unimaginable human experience “The Holocaust” was a focus issue during both realistic fiction class session through picture books and the historical fiction class session through novels. The instructor presented the importance of Holocaust literature for elementary school students, and criteria for selecting good books about the Holocaust. The following list includes the books either shared or mentioned by the instructor to present the Holocaust in children’s books.

- Bradley, Kimberly B. (2003). *For freedom: The story of a French spy*. New York: Delacorte.
- Levine, Karen (2003). *Hana’s suitcase*. Chicago: Albert Whitman.
- Lowry, Lois (1989). *Number the stars*. New York: Houghton Mifflin.
- Mazer, Norma Fox (2000). *Good night Maman*. Orlando: Harcourt.
- Orlev, Uri (2003). *Run, boy, run*. Boston: Houghton Mifflin.
- Spinelli, Jerry (2003). *Milkweed*. New York: Alfred Knopf.
- Warren, Andrea (2002). *Surviving Hitler: A boy in the Nazi death camps*. New York: Harper Collins.
- Jung, Reinhardt (2003). *Dreaming in black and white*. Translated by Anthea Bell. New York: Penguin.

- Mochizuki, Ken (1997). *Passage to freedom: The Sugihara story*. Ill. by Dom Lee. New York: Lee & Low.
- Chotjewitz, David (2004). *Daniel Half Human: and the good Nazi*. New York: Simon and Schuster.

Multiple perspectives & critical literacy

Under the questions guiding our inquiries into the world of children's literature a section with questions on social justice, literature theories, curriculum, and book quality in the syllabus were guidelines for the students to prepare their assignments. These requirements, textbook readings, and instructor's examples gave opportunity to the students to learn how to look at their books from a critical perspective.

The class instructor explained the multiple perspectives using the picture book, *Encounter* (Yolen, 1992), during the historical fiction session. She started with a statement that even though we are told that America was "discovered" by a man named Christopher Columbus, he was not the first person to set foot on this continent. Then she introduced Jane Yolen's historical fiction picture book, an interpretation of the Taino perspective on Columbus's arrival with a comment "Can you imagine how it would feel to be of Native American heritage today and to see a nation celebrate Columbus Day to honor the man who was responsible for slaughtering an entire tribe of thousands of Taino people?"

Cultural authenticity

Cultural authenticity is a huge issue when it comes to writing and publishing children's books. Not only for assigned reading but also for the rest of the assignments, students were asked to examine any books about minority cultures in terms of their cultural authenticity. The instructor shared three books to demonstrate an example of each type of multicultural books. She criticized the Ezra Jack Keats's Caldecott Medal

winner book *The Snowy Day* as an example of a “Melting Pot” book. She shared the illustrations to show how it wiped out culture entirely. The book includes a raceless main character other than his black face. He has no distinct language, apparel or home decorations that might reflect his culture. As an example of social conscience books the instructor shared Elise Carbone’s *Storm Warriors* and Deborah Wiles’s *Freedom Summer*. She asked how each book would have been written if it were written by a person of the culture of the minority character in the book. Finally she introduced the concept of “Culturally conscious” books as authentic multicultural books using Jacqueline Woodson’s books.

Literature circles

Researchers to describe the literature circle, including literature studies, literature discussion, book clubs, literature circles, and cooperative book discussion groups use many different terms. In the syllabus, the instructor defined students’ small groups readings and their discussion on their readings using the term literature circle. Daniels (1994) describes a literature circle as intersection of two powerful ideas, independent reading and cooperative learning that “come together in the elegant and exciting classroom activity” p. 12. Throughout the semester students read the novels selected by the instructor, and based on the book choices small temporary groups were formed for historical fiction, realistic fiction and multicultural literature sessions. Students used their written or drawn notes to guide their discussion within their group and prepared oral or written presentations to share with the class.

Self-Selected Readings

Modern Fantasy

The importance of fantasy literature and criteria for selecting good modern fantasy books were first two themes class started to discuss during the modern fantasy session. To show the class high quality and different types of illustration in modern fantasy books instructor shared picture books published since 1990 that have won Caldecott Awards for their illustrations. These books and their types were:

- *Click, clack, moo: Cows that type* by Betsy Lewin (animal fantasy)
- *Olivia* by Ian Falconer (animal fantasy)
- *Sector 7* by David Weisner (modern fantasy/wordless)
- *The ugly duckling* by Jerry Pinkney (modern folktale)
- *Joseph had a little overcoat* by Simms Taback (traditional fantasy)
- *Officer Buckle and Gloria* by Peggy Rathman (animal fantasy)
- *Swamp angel* by Anne Isaacs and Paul O. Zelinsky (modern folktale)
- *The stinky cheese man and other fairly stupid tales* by Jon Scieszka and Lane Smith.
- *Tuesday* by David Weisner (modern fantasy/wordless)
- *Hershel and the Hanukkah goblins* by Eric Kimmel and Trina Schart Hyman (modern folktale)

The booktalk on award winning fantasy picture books was followed by discussion on the ways to study fantasy literature in classrooms. Science fiction as a form of fantasy writing and fantasy connection with the art curriculum were two topics class discussed as curricular connections. Students' group discussions on their weekly assignments were followed by an instructor-initiated discussion on how some of the best fantasy literature has been made into movies. Instructor's recommendation on fantasy authors with their

books was another part of the class. These recommended authors include; Ursula LeGuin, Philip Pullman, Lloyd Alexander, Susan Cooper, Bruce Coville, Madeleine L'Engle, Lois Lowry's "*The Giver*", Sylvia Waugh's "*Space Race*", JK Rowling's *Harry Potter* Series, Edward Eager's *Half Magic* Series, and Patricia Wrede's *Dragon* Series.

Traditional Literature

The importance of traditional literature and its place in today's classrooms were the beginning topics for the traditional literature session. Discussion continued with the criteria for good traditional literature and types of traditional literature. Then the instructor booktalked several folktales that have won the Caldecott Award or honor book since 1990. These books were:

- *There was an old lady who swallowed a fly* by Simms Taback
- *Rapunzel* by Paul O. Zelinsky
- *Golem* by David Wisniewski
- *Tops and bottoms* by Janet Stevens
- *John Henry* by Julius Lester and Jerry Pinkney
- *Raven: A trickster tale from the Pacific Northwest* by Gerald McDermott
- *The talking eggs* by Robert San Souci and Jerry Pinkney
- *Puss 'n boots* by Charles Perrault and Fred Marcellino
- *Lon po po: A red-riding hood story from China* by Ed Young

The next topic of discussion was the role of folk literature in the curriculum, Students mentioned that they could conduct sub-genre studies of folk literature from different cultures, adding a study of folk literature when studying countries in social studies, and asking students gather stories told by their elders. Students met with different groups to discuss the books they read, regrouping after the first discussion. The first

group discussed the books in specific world regions, while the second group talked about the books by subgenre and cultural origins.

Nonfiction Literature

The class started the session with a discussion on the importance of informational books, and criteria for selecting good informational books, followed by instructor's booktalk on recent Orbis Pictus Award winners and honor books. These books were;

- *Emperor's silent army: Terracotta warriors of ancient China* by Jane O'Conner
- *Phineas gage: A gruesome but true story about brain science* by John Fleischman
- *Tenement: Immigrant life on the lower east side* by Raymond Bial
- *Black potatoes: The story of the Great Irish Famine, 1845-1850* by Susan Campbell Bartoletti
- *The cod's tale* by Mark Kurlansky, Ill by S. D. Schindler
- *Hurry freedom: African Americans in Gold Rush California* by Jerry Stanley
- *Osceola: memories of a Sharecropper's daughter* by Alan B. Govenar, Ill. by Shane W. Evans
- *Wild and swampy* by Jim Arnosky
- *Mapping the World* by Sylvia A Johnson
- *The snake scientist* by Sy Montgomery, Ill by Nic Bishop
- *The top of the World: Climbing Mount Everest* by Steve Jenkins
- *Shipwreck at the bottom of the World: The extraordinary true story of Shackleton and the endurance* by Jennifer Armstrong
- *Black whiteness: Admiral Byrd Alone in the Antarctic* by Robert Burleigh Ill. by Walter Lyon Krudop
- *Fossil feud: The rivalry of the first American dinosaur hunters* by Thom Holmes
- *Hottest, coldest, highest, deepest* by Steve Jenkins
- *No pretty pictures: A child of war* by Anita Lobel

- *An extraordinary life: The true story of a Monarch Butterfly* by Laurence Pringle, Paintings by Bob Marstall
- *A drop of water: A book of science and wonder* by Walter Wick
- *A tree is growing* by Arthur Dorros Ill. by S. D. Schindler
- *Kennedy assassinated! The World mourns: A reporter's story* by Wilborn Hampton
- *Full steam ahead: The race to build a transcontinental railroad* by Rhoda Blumberg
- *One world, many religions: The way we worship* by Mary Pope Osborne

Following the booktalk, the instructor made comments such as how children's book publishing has become a far more sophisticated business and authors are far more respected than in the past, and the fact that books exist on just about any subject to interest just about any child. Teachers need to tune in carefully to children's interest and experiences so that they can build upon these in helping children become literate.

Segments from Self-Selected Readings

Censorship

During the fantasy class session, the students discussed what books for children should be censored and for what reasons. The instructor gave examples of how some families because of their characters, such as witches, devils, ghosts and goblins, objected to fantasy books such as Harry Potter. Not only the reasons for censorship but also how a teacher should compensate for censorship situations was part of the discussion.

Disneyfied and Eurocentric folk books

Two issues related to children's literature brought by instructor during traditional literature were disneyfied folktales and publication of folktales in the United States.

She explained disneyfied folktales are abominable to pure folklorists because they have sexist images, have softer endings, which leave the evil out there unresolved, and

are therefore more frightening, and have watered down the language of the original folktale. She stated that folktales published in the United States favor Euro-American children over African American, Asian American or Hispanic American children because of having European origins, and suggested that teachers seek out folk literature from non-Western traditions for inclusion in the classroom library.

Literature based curriculum

On many occasions the class instructor put huge emphasis on importance of a literature based curriculum as well as gave examples of how students could integrate children's literature into the elementary school curriculum. She described how many teachers are required to teach reading using packaged materials or basal reading programs, so they can only supplement their instructional program with literature, while some teachers make children's literature the primary source material for reading instruction. And she pointed out that teachers need to be empowered to spend school funds for good literature to support individualized reading programs.

The following list includes the topics and number of students for literature curriculum assignments. The students read articles from professional journals and then shared what they learned in class. Topics and number of students included; Storytelling (5), Classroom Libraries (3), Readers Theatre (2), Book Clubs (6), Home Reading (3), Reading Workshop (2), Literature in the Content Areas (2), Genre Studies (2), Reading Logs and Journals (3), and Literature Circle (3).

Book talk

During each session especially when the class focused on self-selected readings, the instructor gave book talks to address issues and gave examples using many children's books in their relation to each session's foci. Holding the books up to the class, the

instructor introduced the titles, provided glimpses into the characters or plot elements, and presented issues that were keys to her recommendations.

Special Topics

Project Booktalk

Almost 10 years ago, Project Booktalk was initiated by the County's Public Library to meet a need for a population that was not being served by the library (Lamme, 2000). There were many children being cared for in day care homes where there was no access to children's books. To provide these children located mainly in lower socio-economic parts of the town, the Youth Services Division designed the project and asked the University to partner to provide volunteers to run the program. Since 1997 Project Booktalk has been a part of children's literature classes. In pairs, students in children's literature classes pick up a bag of ten books at the public library and deliver them to a child care home where from two to six children under the age of five are being cared for. The university students along with the provider conduct a story hour, reading to the children and babies individually on laps and singing songs together. The next week the university students checked out another bag of books from the library and went to the home, returning the first bag of books to the library. This project provided middle class, predominantly white, future teachers the opportunity to visit on a regular basis and come to know a predominantly African American working class home and children who were often also a different culture. Students' responses indicated their knowledge about and respect for working class families and their dedication to providing good books for all children in their classes were greatly enhanced by Project Booktalk (Lamme, 2000; Lamme & Russo, 2002).

Responses to Special Topic Books

In addition to students' self selected readings of books with LGBTQ characters, students were asked to listen four picture books read aloud by the class instructor and to respond them in writing throughout the semester. These books were *And Tango Makes Three* (Richardson & Parnell, 2005), *King & King* (deHann & Nijland, 2003), *Daddy's Roommate* (Willhoite, 1990), and *Molly's Family* (Garden, 2004). The responses of students were evaluated in the chapter 6.

Unified Assessment System

Key Tasks were designed to assess students' mastery of knowledge, skills and dispositions, which the State requires of all entry-level educators. In this course, the class was required to pay particular attention to the following indicators as indicated in official guideline of their mastery of their practices:

- **4.1:** Knows and identifies strategies, materials, and technologies to develop all PK-12 students' creative and critical thinking.
- **4.2:** Designs activities that develop all PK-12 students' critical and creative thinking
- **5.2:** Demonstrates a repertoire of teaching techniques and strategies, including materials selection to effectively instruct all PK-12 students
- **5.3:** Shows sensitivity, acceptance and value of all PK-12 students from diverse backgrounds (race, ethnicity, gender, socioeconomic status, language, and special need)

To meet the accomplished practices students were asked to integrate children's literature into classroom instruction, but the practice closest linked to this course was the one on diversity. The following list of topics were selected by students for their assignments; The Great Depression, The Maasai Culture, India Culture, Chinese Americans, Contemporary Native Americans (2), Holocaust, Orphan Trains, Adoption

(2), African American women Writers, Challenges African American Children Face, Bullying in the Chinese Culture, Italian Culture, Anti-Semitism in the Holocaust, Slavery and the Underground Railroad, Jazz Music and African American Culture, The Japanese Internment Camp Experience, Children Coping With Divorce, Chinese Gender Roles, Child Labor, Apache Indians, Mexican American Culture, Children within the Holocaust, Jazz and Its People, Gender Roles in Islamic Culture, Irish Immigration, Italian Immigration, and Homelessness.

Cultural Identity

As part of belief scales demographic information sheet, the second week's assignment on cultural identity was analyzed to delve a bit more deeply into cultural identity of the cohort. Critical examination of assignment and demographic data provide an insightful look to see who was in LAE 3005 as well as their entry beliefs regarding the issues of diversity.

The second week papers' included reflection upon students' own feelings about and experiences with diversity. Specific areas of the diversity issues were provided as a guide in the syllabus. These issues were culture, ethnicity, regional backgrounds, gender, sexual orientation and gender identity, disability or difference, social class, age, and family structure.

Students reported that school experiences, having parents from different ethnic backgrounds, travel within and outside the country, friends and neighborhood were the main reasons that helped them to realize different ethnicities and sometimes inequalities among the ethnic groups. For example one student described her name and its origin as; "My first name is German and was given to me after my grandma, and my last name is Danish. My mother's father is Italian, and her mother is German. My father's mother is

also German and his father is Danish.” Another student pointed out the differences within her family as; “Within the home environment itself, I have experienced three different backgrounds. My mother is from Nicaragua, my father is from the South, and my step mom is from a very Italian family. Even within religion, my mother is catholic and my father is Atheist. My mother came from a wealthy childhood, whereas my father came from a poor childhood.”

Some of the students reflected back on inequalities that they did not recognize at the time they occurred. For example one student stated that when she was in a school bus; “The front 2/3 of the bus was where the white kids sat and the back 1/3 was where the black kids sat. I did not associate this with segregation until I got older.” The cohort’s demographics show that eighty one percent of the cohort members described themselves as White, and 19% as non-White (3% Black, 10% Brown, 6% Bi-racial). On the other hand many students responded that living in segregated areas within their social class and race did not let them to learn and interact other people. For example one student reported “Honestly, I haven’t had many interactions with diversity in school. I mostly associated with people who were like me. This is because the population of students who attended my school was mostly white middle to upper class. There were some groups of students with different racial backgrounds and social status; however, these students were very much apart from the rest of the school.”

International organizations during high school years reported by many students that they had opportunities to learn about many different cultures and areas of diversity. One student describes these experiences as “My high school, for instance, hosted the International Baccalaureate program, so we had students from all over the county. This

meant that we had a wide range of social classes, cultures, ethnicities, and religions. We had a great representation of cultures –English, Hispanic, North American, Indian, Chinese, Ethiopian, etc. ...I was able to learn about their cultures and develop an appreciation for our many differences.” Another reported, “In high school, I was in a magnet program, Center for International Studies. Therefore, we focused on learning about many different cultures. Summer after my freshman year, I went on a two week trip to Ireland and England. We stayed with families in both of these countries so I had a first hand view of their different cultures and family values.” The demographic questionnaire revealed 62.5% foreign (vacation) travel, 94 % domestic (vacation) travel, 13% work/school in another country, 6 % vista volunteer/staff, 25% inner-city program volunteer/staff, and not any Peace Corps volunteer/staff experiences. Even though students responded with a high amount of travel experiences, 72% also described their current involvement in meaningful cross-cultural friendship, as none, very little or some, whereas 28% reported much and extensive present-day cross-cultural friendships. It is clear that they do not perceive vacation travel as impacting their cultural awareness in a substantial way.

One of the missing areas of diversity issue in students’ papers was gender, as (97%) of cohort was female. Only a couple of students touched the issue at all, and those discussed single-sex education. Their responses were more in favor of single-sex education rather than complaints about it. For instance one student stated that; “My elementary school was an all girls’ school for grades Pre-Kindergarten to 12th grade. Many of my teachers considered themselves to be feminists and always told us that we can do things better than boys. It was nice not having boys around to distract our studies.

...I was glad to leave when I did (before high school) because I feel that single-sex education is only beneficial for a certain amount of time.”

Responses to sexual orientation show a wide range of diversity, ranging from lack of understanding and experiences, to respect and appreciation. Having a friend who has different sexual orientation was the most common way that students were exposed to sexual orientation. Other interactions with person of a different sexual orientation were with family members, camp experiences, and school and college. A few students also reported that they knew or heard about lesbians or gays but never had interactions with them. As an example of the lack of understanding the issue, one of student stated, “I am at the complete lack of understanding. I do not understand those whose sexual drive is not the way that God originally created it. It’s not that I don’t like these people, it’s just that I don’t understand them...I don’t agree with their practices and so we usually do not talk about that aspect of their lives.” As religious denomination students described themselves, 47% as liberal, 47% as conservative, and 6% as fundamentalist. Lack of understandings or oppositions to a different sexual orientation mostly seemed to originate from religious beliefs. For instance another student reported that; “One thing I was never exposed to until college was gay people. Being raised in a Catholic home, being gay was looked down upon in the Bible. There were no students in my middle or high school who were gay. I never really understand anything about being gay or lesbian and it was an unspoken thing in school.”

Students’ reports indicate that through travels, college with new friends, and earlier friends, they had chance to learn about different religions and belief systems. These responses range from a fundamentalist view on religion to liberal view. For instance one

student reported, “I am a Christian...I believe that Christianity is the truth and that the only way to get to heaven is by being a Christian. ...I try not to treat them differently than I do other Christians but of course I will not interact with them exactly as I do with other Christians. If they do not believe the same things as me then they will not be able to understand why I do some of the things that I do.” Strong views on religious denominations shows its effect on many different areas of diversity especially on family structures. For example one student stated, “I believe that all families should consist of a man, a woman, their children (if they have any) and their extended family. I do not agree with divorce except in select cases and I believe that no children should have to suffer because their parents no longer love each other.” While more liberal students see these religious differences as new discoveries “...Even within my small group of friends; one is Muslim, one is Jewish, one is Baptist, and only two of us are Catholic. Before meeting these friends, I was under the notion that the majority of people I knew were Catholic. Obviously, this is not the case and it was really interesting for me to find this out. Additionally, discovering new religions is extremely fascinating. I’ve learned about their customs, beliefs, and the differences between their religion and mine.” From the questionnaire 26% of students described their religious affiliation as Catholic, 48% as Protestant, 10% as Jewish, and 16% did not fill that option.

Most of the students described their social status as middle or upper middle class while a few reported economic troubles within their family such as one whose response shows the shift between classes in terms of income “When I was young my mom, dad, sister, and I lived in a garage with low income. Then as I grew my parents divorced and my dad remarried and moved up to a middle class family. As I grew, my dad and step

mom divorced so my sister and I were raised in a single parent home in poverty. Eventually, my sister and I moved to Florida with our aunt and uncle, in an upper class social status and were adopted.” Students’ responses show that their experiences in schools, within their neighborhood and own family, staying in different places and volunteer works helped them to become aware of social class differences around them.

Several students reported having substantial experience through families and home, and through life experiences, encountering people with disabilities. Volunteer work at camps, which were designed for physically or mentally disabled people provided trigger events for developing awareness of disabilities and differences. For example one student reported “I was a Girl Scout for seven years. During this time I volunteered at many locations, including Give Kids the World, a village for terminally ill children and their families. At this village I saw hundreds of children with physical and mental disabilities. I learned how to interact with them in a way that I could not have learned any other way.” The second way students reported learning about disabilities was having a family member who had a disability. Students reported that they learned a lot from their experiences, including their educational experiences. One student described her experiences as, “I have a 14 year old cousin with Down Syndrome. ...Having her in my life has taught me a lot about patience which I feel is an important tool for a teacher whether the classroom is full of diversity or somewhat homogeneous.” Another student reported that, “...my brother who has Autism was born when I was eleven years old....Obviously, for the last ten years I have learned many things about my brother’s disability and seen first-hand the effects of it. This has helped me become a lot more

comfortable around children and even adults, with disabilities.” In the case of disabilities nothing surpasses family experiences in providing sensitivity to this population.

The demographic question that asked the students to describe the student body at your university, was reported as many racial groups by 88% of students, whereas 3% reported as two major racial groups, and 9% reported as mainly one racial group. These different descriptions also can be found in students’ written responses. One student reported, “College has exposed me a lot of diversity; I have had many experiences with people very different from me.” Another reported, “Coming to the University of Florida has opened my eyes to so many things. Here, I have made friends of many different races, cultures and backgrounds.” On the other side a few students had opposite description that “In coming to UF, I have actually for the first time experienced non-diversity. My ethnicity seems to stick out most because I have always been around multiple cultures, ethnicities, and religions. Almost all of my classes have contained the majority of one race...” Another experience for a student who came to the south for university study, “...I never considered myself to have an accent before coming to (UF) ... there are some serious difference between the Northeast and the South. For example, the racial segregation in the south is much more apparent then in the north”.

Table 4-1. Children's literature awards

Awards	Professional organizations	Focuses
Orbis Pictus Award	NCTE (National council of teachers of English)	Informational
Caldecott Award	ALA (American library association)	Illustrations
Newbery Award	ALA (American library association)	Writing
Notable Books in Language Arts	NCTE (National council of teachers of English)	Language arts
Outstanding Science Trade Books	NSTA (National science teachers associations)	Science
Notable Books for Social Studies	NCSS (National council of social studies)	Social studies
Pura Belpre Award	AASL (American association of school libraries)	Latina/o
Coretta Scott King	ALA (American library association)	African American
Teachers' Choices	IRA (International reading association)	Great books
Children's Choices	IRA (International reading association)	Children's favorites

Table 4-2. Read aloud book list

Week #	Focus	Title	Author	Illustrator	Year
1	Introduction	Bat boy and his violin	Gavin Curtis	E.B. Lewis	2001
3	Nonfiction	Tree of life	Barbara Bash		2002
5	Multicultural literature	Encounter	Jane Yolen	David Shannon	1996
6	Poetry	Love that dog	Sharon Creech		2001
7	Realistic fiction	Freedom summer	Deborah Wiles	Jerome Lagarrigue	2001
8	Traditional literature	Something from nothing	Phoebe Gilman		1993
9	Historical fiction	Pink and say	Patricia Polacco		1994
11	Literature curriculum	I love my hair	Natasha Anastasia Tarpley	E.B. Lewis	1998
	Literature curriculum	Jingle dancer	Cynthia Leitich Smith	Cornelius Van Wright, and Ying-Hwa Hu	2000
	Literature curriculum	If Nathan were here	Mary Bahr	Karen A. Jerome	2000
12	UAS presentations	Fishing day	Andrea Davis Pinkney	Shane W. Evans	2003
	Special topics	Daddy's roommate	Michael Willhoite		1991
	Special topics	Molly's family	Nancy Garden	Sharon Wooding	2004
	Special topics	King & King	Linda de Haan and Stern Nijland		2002
	Special topics	And tango makes three	Peter Parnell and Justin Richardson	Henry Cole	2005

CHAPTER 5 DEMOGRAPHICS, ATTITUDES AND BELIEFS

The first research question examined the relationship within demographic variables, between demographic variables and pre and post survey results, and relationships between demographic variables and survey items. Table 5-1 represents the statistical procedures used for the first research question. As presented in the table first, to determine the directional relationships within demographic variables, Pearson Chi-square, Cramer's V and Contingency coefficient statistics were used as descriptive analysis, then to determine both whether the means from all demographic groups differ on their survey results and survey item groups, t-test and ANOVA were applied as bivariate analysis.

A Pearson Chi-square test matrix was created using twelve key demographic variables within the demographic information sheet on the survey to determine participants responses on each demographic variables correlated with their responses to other demographic variables. Overall, the various demographic variables appeared to have statistical relationship with one another. Drawn from the matrix table significant results were further analyzed.

The correlational analysis within demographic variables significant results from independent t-test, and analysis of variance (ANOVA) were further analyzed to show the means differences between survey results and levels of each demographic variable.

To examine the sources of attitudes and beliefs changes within a multicultural education context and the research data survey items regrouped, following the

comparison of survey results and demographic variables means of survey item groups and individual survey items were analyzed within the levels of demographic variables.

Table 5-2 presents the groups and items under each category.

Demographic Variables

Religious Denomination & Religion

Perceptions and attitudes regarding a variety of issues are affected by religious beliefs. The strong connection between religious affiliation, religious denomination and issues of diversity can be implemented from statistical analysis of these two variables throughout the data analysis section. In addition to connection with variety issues, analysis of these variables point that the higher place of religion in participants lives. And this place is highly connected with education that religious groups place diverse emphases on the requirements for education as well as have different expectations of what students should be taught and how they should be educated. Gollnick and Chin (2004) reminded us “Educators should never underestimate the importance that Americans place on religion.”p.233. Similarly Aiken (2002) stated that:

Despite the reputation of the United States as a materialistic, self preoccupied nation, the results of public opinion polls conducted in this country indicate that it is one of the most religious countries in the entire world ...The religiosity of Americans is expressed not only in their professed spiritual beliefs but also in many other characteristics of their appearance and behavior (p.218).

In his book “Attitudes and Related Psychological Constructs; Theories, Assessment, and Research” Aiken summarizes the research on religious beliefs that:

Females are more religious than males, Blacks are more religious than Whites, People of lower socio economic status are more religious than those of higher socioeconomic status (Francis & Wilcox, 1996); liberals have less traditional views than conservatives, Jews have less traditional views than Protestant Christians on all of the

above (Lottes & Kuriloff, 1992); for right-wing denominations role of women is limited (Heggen, 1996).

In addition to these differences, one of the most controversial issues in this context is attitude toward the different sexual orientations. Conservatives and liberals have different views on these issues.

Demographic information shows that 54% of respondents were Protestant, 22% were Catholic, 9% Jewish, 2% were described themselves other than listed groups, and 13% did not choose any options. In addition to religious affiliation, 42% of respondents described themselves, as liberal, 55% as conservative and 3% gave no response.

Statistical analysis of religious affiliations, religious denominations, and beliefs scale scores resulted a number of significant relationships. Table 5-3 represents the t-tests results between religious denomination and Pre-Post-tests *Personal and Professional Beliefs About Diversity Scales*. Religious denomination shows significant differences in three scales. The results from the analysis indicate that there are significant differences between liberal and conservative groups in Pre-*Personal Belief About Diversity Scale*, $t(df=264)=6.051, p<.05$, in Post-*Personal Beliefs About Diversity Scale*, $t(df=264)=5.229, p<.05$, and in Pre-*Professional Beliefs About Diversity Scale*, $t(df=264)=3.066, p<.05$. The mean values indicate that liberal group have significantly higher scores (M (Pre-*Personal Belief About Diversity Scale*)= 61.224, M (Post-*Personal Beliefs About Diversity Scale*)= 62.716, M (Pre-*Professional Beliefs About Diversity Scale*)= 96.845, than conservative group (M (Pre-*Personal Belief About Diversity Scale*)= 56.627, M (Post-*Personal Beliefs About Diversity Scale*)= 58.507, and M (Pre-*Professional Beliefs About Diversity Scale*)= 93.647).

To assess the effects of religious denomination on survey item groups' independent t-tests were administered. Table 5-4 represents the t-tests results between religious denomination and item groups of the scales. The results from the analysis indicate that there are significant differences between liberal and conservative groups in items of race t (df= 264)= 2.193, $p < .05$, language t (df= 264)= 3.211, $p < .05$, social class t (df= 264)= 2.059, $p < .05$, immigration t (df=264)= 1.991, $p < .05$, and sexual orientation t (df=264)= 7.962, $p < .05$, of *Pre-Personal Belief About Diversity Scale*, gender t (df= 264)= 2.46, $p < .05$, and sexual orientation t (df= 264)= 7.897, $p < .05$, of *Post-Personal Belief About Diversity Scale*, race t (df= 264)= 2.899, $p < .05$, language t (df= 264)= 3.708, $p < .05$, multi & mono education t (df= 264)= 2.196, $p < .05$, and sexual orientation t (df= 264)= 5.245, $p < .05$, of *Pre-Professional Beliefs About Diversity Scale*, and sexual orientation t (df= 264)= 4.915, $p < .05$, of *Post-Professional Beliefs About Diversity Scale*.

The mean values indicate that the liberal group have significantly higher scores than conservative group in all item groups.

The results from the independent t-test analysis of religious denomination difference on each survey items indicated Liberal group have significantly higher scores on the items 2, 4, 5, 6, 11, 12, 13, 14, and 15 on the *Pre-Personal Beliefs About Diversity Scale*; items 4, 5, 12, 13, and 15 on the *Post-Personal Beliefs About Diversity Scale*; items 3, 10, 15, 16, 22, and 23 on the *Pre-Professional Beliefs About Diversity Scale*; and items 3, 15, and 23 on the *Post-Professional Beliefs About Diversity Scale*.

Table 5-5 represents the one way-ANOVA results between religious affiliations as four levels demographic variables and survey results. The results from the analysis indicate that there are significant differences between different religious affiliations in

Pre-Personal Belief About Diversity Scale, $F(3, 234) = 3.879$, $p < .05$, in *Post-Personal Beliefs About Diversity Scale*, $F(3, 234) = 2.805$, $p < .05$, and in *Pre-Professional Beliefs About Diversity Scale*, $F(3, 234) = 4.816$, $p < .05$. The mean values indicate that Protestant group have significantly lower scores (M (*Pre-Personal Belief About Diversity Scale*) = 57.026, M (*Post-Personal Beliefs About Diversity Scale*) = 58.959, M (*Pre-Professional Beliefs About Diversity Scale*) = 93.496, than other religious affiliations groups (M (*Pre-Personal Belief About Diversity Scale*) = 59.711 (Catholic), 59.541 (Jewish), 62.5 (Other); M (*Post-Personal Beliefs About Diversity Scale*) = 61.661 (Catholic), 61.541 (Jewish), 61.333 (Other); M (*Pre-Professional Beliefs About Diversity Scale*) = 97.152 (Catholic), 95.5 (Jewish), 102.5 (Other).

To assess the effects of religious affiliations on survey item groups' one-way ANOVA tests were administered. Table 5-6 represents the one-way ANOVA results between religious affiliations and item groups of the scale. One-way ANOVA indicated significant differences on item groups in, gender ($F(3, 234) = 3.919$, $p < .05$), and sexual orientation ($F(3, 234) = 8.414$, $p < .05$) of *Pre-Personal Beliefs About Diversity Scale*, in gender ($F(3, 234) = 5.439$, $p < .05$), and sexual orientation ($F(3, 234) = 6.333$, $p < .05$) of *Post-Personal Beliefs About Diversity Scale*, in race ($F(3, 234) = 4.245$, $p < .05$), religion ($F(3, 234) = 2.829$, $p < .05$) and sexual orientation ($F(3, 234) = 6.841$, $p < .05$) of *Pre-Professional Beliefs About Diversity Scale*; and sexual orientation ($F(3, 234) = 6.139$, $p < .05$) of *Post-Professional Beliefs About Diversity Scale* across the four categories of religious affiliations.

The results from the one-way ANOVA of religious affiliation difference on each survey items indicated Protestant group have significantly lower scores on the items 5,

11, 12, 13, and 15 on the *Pre-Personal Beliefs About Diversity Scale*; items 5, 13, and 15 on the *Post-Personal Beliefs About Diversity Scale*; items 3, 4, 5, and 20 on the *Pre-Professional Beliefs About Diversity Scale*; and items 3, 6, 7, and 19 on the *Post-Professional Beliefs About Diversity Scale*.

Cross-Cultural Friendship

One of the four factors appeared to be influential in initiating positive change that add to preservice teachers' developing greater multicultural awareness and sensitivity reported by Smith, Moallem, and Sherrill (1997) was exposure to different cultural backgrounds such as friendships, dating, sports.

Similarly in his study Garmon (2004) focused on determining whether there are particular factors that may be associated with the development of greater multicultural awareness and sensitivity in preservice teachers. After conducting extensive interviews he identified six factors that appeared to play a critical role in her positive multicultural development. Three of the factors were dispositional (openness to diversity, self-awareness/self-reflectiveness, and commitment to social justice) and the other three factors were experiential (intercultural experiences, support group experiences, and educational experiences). He defines an intercultural experience "one in which there was opportunity for direct interaction with one or more individuals from a cultural group different than one's own" (p.207). After pointing the importance of intercultural experience he suggested:

The implication for teacher educators is that even though prospective teachers may begin their teacher education program with the desired predispositions for learning about diversity, they still need to have actual experiences with individuals from different racial/cultural backgrounds. Along with providing opportunities for mediated intercultural experiences during the teacher education program, it may also be advisable to require some type of intense diversity training experience or

some other meaningful intercultural experiences, perhaps as a condition for admission into the program (p.212).

Demographic data indicated that 66% of respondents had some cross-cultural friendships while 34% stated they had much.

Table 5-7 represents the t-tests results between cross cultural friendship involvement and Pre-Post-tests *Personal and Professional Beliefs About Diversity Scales*. The results from the analysis indicate that there are significant differences between cross cultural friendship involvement groups that defined themselves “much” or “some” in Pre-*Personal Belief About Diversity Scale*, $t (df= 272) = -3.923, p < .05$, in Post-*Personal Beliefs About Diversity Scale*, $t (df=272) = -2.342, p < .05$, in Pre-*Professional Beliefs About Diversity Scale*, $t (df= 272) = -3.624, p < .05$, and in Post-*Professional Beliefs About Diversity Scale*, $t (df= 272) = -2.820, p < .05$. The mean values indicate that the “much” group have significantly higher scores (M (Pre-*Personal Belief About Diversity Scale*)= 60.659, M (Post-*Personal Beliefs About Diversity Scale*)= 61.563, M (Pre-*Professional Beliefs About Diversity Scale*)= 97.51, M (Post-*Professional Beliefs About Diversity Scale*)=101.053) than “some” group (M (Pre-*Personal Belief About Diversity Scale*)= 57.466, M (Post-*Personal Beliefs About Diversity Scale*)= 59.55, M (Pre-*Professional Beliefs About Diversity Scale*)= 93.638, and M(Post-*Professional Beliefs About Diversity Scale*)=97.922).

To assess the effects of cross cultural friendship involvement on survey item groups' independent t-tests were administered. Table 5-8 represents the t-tests results between cross cultural friendship involvement and item groups of the scales. The results from the analysis indicate that there are significant differences between “some” and “much” groups as cross cultural friendship involvement in the items of race $t (df= 272) = -$

3.816, $p < .05$, gender t ($df = 272$) = -2.354, language t ($df = 272$) = -3.127, $p < .05$, ability t ($df = 272$) = -2.685 and sexual orientation t ($df = 272$) = -2.829, $p < .05$, of *Pre-Personal Belief About Diversity Scale*, race t ($df = 272$) = -2.281, $p < .05$, language t ($df = 272$) = -2.464, $p < .05$, and sexual orientation t ($df = 272$) = -2.669, $p < .05$, of *Post-Personal Belief About Diversity Scale*, race t ($df = 272$) = -3.092, $p < .05$, religion t ($df = 272$) = -3.195, $p < .05$, language t ($df = 272$) = -4.647, $p < .05$, multi & mono education t ($df = 272$) = -2.506, $p < .05$, and sexual orientation t ($df = 272$) = -3.545, $p < .05$, of *Pre-Professional Beliefs About Diversity Scale*, race t ($df = 272$) = -3.085, $p < .05$, gender t ($df = 272$) = -2.024, $p < .05$, language t ($df = 272$) = -2.902, $p < .05$, multi & mono education t ($df = 272$) = -2.080, $p < .05$, and sexual orientation t ($df = 272$) = -2.457, $p < .05$, of *Post-Professional Beliefs About Diversity Scale*.

The mean values indicate that the “much” group have significantly higher scores than “some” group in all item groups.

The results from the independent t-test analysis of cross cultural friendship involvement difference on each survey items indicated “much” group have significantly higher scores on the items 1, 3, 4, 5, 7, 8, 11, 12, and, 14 on the *Pre-Personal Beliefs About Diversity Scale*; items 1, 4, 7, 12, 13, and 14 on the *Post-Personal Beliefs About Diversity Scale*; items 3, 4, 6, 7, 11, 14, 16, 20, 21, 23, and 25 on the *Pre-Professional Beliefs About Diversity Scale*; and items 3, 6, 14, 19, 20, 21, and 25 on the *Post-Professional Beliefs About Diversity Scale*.

Race

Many terms come in mind when we talk about race and ethnicity. Prejudice, discrimination, racism and identity are just few that many educators put a huge emphasis on in order to describe the importance of race and ethnicity issues in an educational

context. Race and ethnicity are becoming more important in educational contexts as the population of United States becomes racially and ethnically diverse.

Race and ethnicity are two different concepts; the concept of race was developed by anthropologists to describe the physical characteristics of the people, while ethnicity is defined as an individual's national origin or origins. Prejudice refers to a set of negative attitudes about a group of people and prejudice focuses on attitudes while discrimination focuses on behavior (Gollnick & Chinn, 2004). Racism is described by Lorde (1995) as: "the belief in the inherent superiority of one race over all others and thereby the right to dominance"p.192.

Demographic profile of respondents indicated that 83% of them were White, and 17% of the respondents indicated Non-White.

Table 5-9 represents the t-tests results between race and Pretests *Personal and Professional Beliefs About Diversity Scales*. The result from the analysis indicates that there is a significant difference between the White and Non-White groups in their *Pre-Personal Beliefs About Diversity Scale* scores ($t(df=272) = -2.203, p < .05$), and in their *Pre-Professional Beliefs About Diversity Scale* ($t(df=272) = -2.461, p < .05$). The mean values indicate that Non-Whites have higher scores in both scales; $M = 60.468$ (*Pre-Personal Beliefs About Diversity Scale*), and $M = 97.744$ (*Pre-Professional Beliefs About Diversity Scale*) than White group $M = 58.167$ (*Pre-Personal Beliefs About Diversity Scale*), and $M = 94.392$ (*Pre-Professional Beliefs About Diversity Scale*).

To assess the effects of race on survey item groups' independent t-tests were administered. Table 5-10 represents the t-tests results between race and item groups of the scales. The results from the analysis indicate that there are significant differences

between White and Non-White groups in the items of language t ($df= 272$)= -2.025, $p < .05$, and immigration t ($df= 272$)= -3.631, $p < .05$, of *Pre-Personal Belief About Diversity Scale*, language t ($df= 272$)= -2.665, ability t ($df= 272$)= 2.212, $p < .05$, and immigration t ($df=272$)= -2.653, $p < .05$, of *Post-Personal Belief About Diversity Scale*, language t ($df= 272$)= -2.6, $p < .05$, multi & mono education t ($df= 272$)= -1.976, $p < .05$, and race t ($df= 272$)= -3.256, $p < .05$, of *Pre-Professional Beliefs About Diversity Scale*, and multi & mono education t ($df=272$)= -2.122, $p < .05$ of *Post-Professional Beliefs About Diversity Scale*.

The mean values indicate that the Non-White group have significantly higher scores than White group in all item groups, except the ability items which White group have higher scores than Non-White group.

The result from the independent t-test analysis of race difference on each survey items indicated Non-Whites significantly have higher scores on the items 1, 2, 7, 12, and 14 on the *Pre-Personal Beliefs About Diversity Scale*; items 2, 3, 7, 12, and 14 on the *Post-Personal Beliefs About Diversity Scale*; items 4, 10, 14, 23, and 25 on the *Pre-Professional Beliefs About Diversity Scale*; and items 10, and 18 the *Post-Professional Beliefs About Diversity Scale*.

Inner City Program Experiences

Experiences in inner-city settings may provide preservice teachers to learn first hand of the possible differences as well as observe solutions or resolutions current teacher practice.

Mason (1997) explored the impact of urban and suburban field experiences on prospective teachers' attitudes toward inner-city schools. Obtaining data from 176

students he found that the inner-city experience had an overall positive impact on attitudes toward urban schools.

A program under the idea to provide intending teachers with a picture of a broader social scenery impacting upon children and informing attitudes and performances in classrooms, a semi-anthropological model persisted as an option taken by 20% of each year group of teacher education students was examined by Batteson and Sixsmith (1995).

They pointed the program's importance:

The credibility of 'Urban Experience' hinges on ways in which different participants (school staff and children, teacher educators and beginner teachers) measure and record the pay-off and professional benefits derived. As an integral part of a four-year teacher education course 'Urban Experience' aims to enhance a richer and authentic understanding of urban and multicultural schooling which cannot always be provided in immediate geographical and social hinterlands nor in exotic or optional course units (p.232).

Demographic data shows that 29% of the respondents had inner city program experiences as a volunteer or staff member, while 57 % of them indicated they had no experiences of any inner-city program.

Table 5-11 represents the t-tests results between inner city experience and Post-tests *Personal Beliefs About Diversity Scale*. The results from the analysis indicate that there are significant differences between participants who had inner city program experience or not in Post-*Personal Beliefs About Diversity Scale*, $t(df=235) = -2.353$, $p < .05$. The mean values indicate that the "no" group have significantly higher scores M (Post-*Personal Beliefs About Diversity Scale*) = 60.675) than "yes" group, M (Post-*Personal Beliefs About Diversity Scale*) = 58.525.

To assess the effects of inner city experience on survey item groups' independent t-tests were administered. Table 5-12 represents the t-tests results between inner city experience and item groups of the scales. The results from the analysis indicate that there

are significant differences between inner city experience groups in the items of, gender t ($df=235$) = -2.261, and sexual orientation t ($df=235$) = -2.173, $p < .05$, of *Post-Personal Beliefs About Diversity Scale*.

The mean values indicate that the group of participants who selected “no” have significantly higher scores than “yes” group as response to inner city experience.

The result from the independent t -test analysis of inner city experience difference on each survey items indicated “No” group have significantly higher scores on the items 5, 11, and 13 on the *Pre-Personal Beliefs About Diversity Scale*; items 4, 5, and 11 on the *Post-Personal Beliefs About Diversity Scale*; item 14 on the *Pre-Professional Beliefs About Diversity Scale*; and item 19 on the *Post-Professional Beliefs About Diversity Scale*. “Yes” group had significantly higher score on the item 13 on the *Pre-Professional Beliefs About Diversity Scale*.

Age

Our behaviors mostly are a function of age and it shows differences from culture to culture. An understanding of various age groups through different cultural mosaic help us to provide and learn about the need of children in educational context. There appeared to be no significant relationship between age and scores on the personal and professional beliefs scales as well as with item groups. Statistical analysis of age and other demographic variables resulted a number of significant relationships only with a few of survey items.

Demographic data shows that 23% of the respondents were 19 years of age, 47% were 20 years of age, 21% were 21 years of age, 5% were 22 years of age, .5% were 23 years age, 2% were 24 years and older age, 1.52% were left the age item as blank.

The results from the one-way ANOVA of age difference on each survey items indicated mixed results between different age groups' scores on the items 3, and 24 on the *Pre-Professional Beliefs About Diversity Scale*; and items 2, 16, and 21 on the *Post-Professional Beliefs About Diversity Scale*.

Gender

People hold different views about gender roles and equality of the sexes. Today many women battle for equality in jobs, pay, schooling, household tasks and national laws. Woman have been gained many rights through the history, but these slow changes did not over come the stereotypical views of gender and gender roles in the socialization process as well as educational context.

Demographic data shows that 90% of respondents were female and 10% were male.

To assess the effects of gender on survey item groups' independent t-tests were administered. Table 5-13 represents the t-tests results between gender and Item groups of the scales. The results from the analysis indicate that there are significant differences between male and female groups in the items of gender $t(df=272)=3.730, p<.05$ of *Post-Personal Belief About Diversity Scale*, sexual orientation $t(df=272)=2.384, p<.05$, of *Pre-Professional Beliefs About Diversity Scale*, and sexual orientation $t(df=272)=2.020, p<.05$ of *Post-Professional Beliefs About Diversity Scale*.

The mean values indicate that the female group have significantly higher scores than male group in all item groups.

The result from the independent t-test analysis of gender difference on each survey items indicated females significantly have higher scores on the items 11 and 14 on the *Pre-Personal Beliefs About Diversity Scale*; items 11 and 15 on the *Post-Personal Beliefs*

About Diversity Scale; item 3 on the *Pre-Professional Beliefs About Diversity Scale*; and item 4 on the *Post-Professional Beliefs About Diversity Scale*. Male group had significantly higher scores on the items 15, 17, 22, and 23 on the *Post-Professional Beliefs About Diversity Scale*.

Foreign Travel Experiences

A research report (prepared by Greg Richards, 2006) undertaken for the International Student Travel Confederation provides information impact of travel experiences on the attitudes and behavior of young people. One of the purpose was to measure changes in levels of tolerance, cultural understanding as a result of travel. They reported significant changes in travelers' personal, social and cultural attitudes as a result of travel. They stated that,

The social and cultural aspects of the trip were also likely to be seen as more beneficial by the participants than earning money, gaining qualifications or professional experience. Travelers had an increased level of cultural tolerance. Cultural tolerance was related to the amount of contact that travelers had with local customs, indicating that practical experiences with cultural difference contribute to an increase in tolerance. On the other hand, cultural tolerance could be reduced where travelers felt they had been poorly treated by local people, which also shows that intolerance can be bred by certain negative experiences in the destination. Travel also tends to stimulate a broader view of the world. After travel, an increasing proportion of people begin to identify with their continent or the idea of a global community, rather than just their own nation or region. Those who had more contact with local people were particularly more likely to see themselves as 'global citizens' after the trip.

Demographic data shows that 69% of the respondents had foreign travel experience, 29% of the respondents had no foreign travel experiences and 2% did not respond to the item.

Table 5-14 represents the t-tests results between foreign travel and Pretest *Personal Beliefs About Diversity Scale*. The result from the analysis indicates that there is a significant difference between students who had foreign travel experiences and those who

did not in their *Pre-Personal Beliefs About Diversity Scale* scores $t (df= 267) = 2.203, p < .05$. The mean values indicate that foreign travel experienced group have higher scores, ($M= 59.047$) than nonexperienced group ($M= 57.137$).

To assess the effects of foreign travel on survey item groups' independent t-tests were administered. Table 5-15 represents the t-tests results between foreign travel and item groups of the scales. The results from the analysis indicate that there are significant differences between foreign travel experience status in the items of sexual orientation $t (df= 267)= 2.131, p < .05$, and language $t (df= 267)= 2.272, p < .05$, of *Pre-Personal Belief About Diversity Scale*.

The result from the independent t-test analysis of foreign travel experience difference on each survey items indicated "yes" group have significantly higher scores on the items 4, 7, and 14 on the *Pre-Personal Beliefs About Diversity Scale*; item 15 on the *Post-Personal Beliefs About Diversity Scale*; and item 9 on the *Post-Professional Beliefs About Diversity Scale*.

Second Language

Demographic data shows that 85% of respondents were monolingual and 15% of them stated that they know more than one language.

Table 5-16 represents the t-tests between second language and Pretests *Personal and Professional Beliefs About Diversity Scales*. The result from the analysis indicates that there is a significant difference between bilingual and monolingual groups in their *Pre-Personal Beliefs About Diversity Scale* scores $t (df= 272) = 2.634, p < .05$ and *Pre-Professional Beliefs About Diversity Scale* scores $t (df= 272) = 3.011, p < .05$. The mean values indicate that bilingual group have higher scores in both scales; $M= 61.024$ (*Pre-Personal Beliefs About Diversity Scale*), and $M= 98.634$ (*Pre-Professional Beliefs About*

Diversity Scale) than monolingual group $M= 58.128$ (*Pre-Personal Beliefs About Diversity Scale*), and $M= 94.321$ (*Pre-Professional Beliefs About Diversity Scale*).

The result from the independent t-test analysis of second language difference on each survey items indicated “Yes” group have significantly higher scores on the items 1, 2, 7, and 13 on the *Pre-Personal Beliefs About Diversity Scale*; items 1, 2, 4, 7, and 12 on the *Post-Personal Beliefs About Diversity Scale*; and items 4, 6, 7, 14, 20, 21, 23, and 25 on the *Pre-Professional Beliefs About Diversity Scale*; items 4, 6, 14, 19, 20, and 21 on the *Post-Professional Beliefs About Diversity Scale*.

Student Body Description

Demographic data indicates that 15% of the respondents categorized the student body at their university as mainly one racial group, 4% as two major racial groups, 3% did not mark the item and majority of respondents, and 81% categorized their university as having many racial groups.

Table 5-17 represents the one way-ANOVA results between student body description and Pretests *Professional Beliefs About Diversity Scale*. The results from the analysis indicate that there are significant differences between participants’ description of their institution in their *Pre-Professional Beliefs About Diversity Scale*, $F(2, 271) = 4.308$, $p < .05$. The mean values indicate that respondents who described their institution as contains of one major racial group have the highest scores M (*Pre-Professional Beliefs About Diversity Scale*) = 97.756, than followed by “many racial groups” sample M (*Pre-Professional Beliefs About Diversity Scale*) = 94.714, and “two major racial groups” sample have the lowest scores M (*Pre-Professional Beliefs About Diversity Scale*) = 90.083.

To assess the effects of university body descriptions on survey item groups' one-way ANOVA tests were administered. Table 5-18 represents the one-way ANOVA results between description of university body and item groups of the scale. One-way ANOVA indicated significant differences on item groups in, language (F (2, 271)= 4.007, $p < .05$), of *Pre Personal Beliefs About Diversity Scale*, in language (F (2, 271)= 5.663, $p < .05$), of *Post Personal Beliefs About Diversity Scale*, and in language (F (2, 271)= 5.491, $p < .05$), and multi & mono education (F (2, 271)= 5.434, $p < .05$) of *Pre Professional Beliefs About Diversity Scale* across the three categories of university body descriptions.

The mean values indicate that participants who described the university body as “mainly one racial group” had the highest mean values on all items groups, “many racial groups “ had the second, and “mainly two racial groups” had the lowest mean values.

The results from the one-way ANOVA of students body description difference on each survey items indicated significant differences on the items 7, 12, and 14 on the *Pre-Personal Beliefs About Diversity Scale*; items 2, and 14 on the *Post-Personal Beliefs About Diversity Scale*; items 2, 6, and 15 on the *Pre-Professional Beliefs About Diversity Scale*; and items 2, and 14 on the *Post-Professional Beliefs About Diversity Scale*.

Class Standing

Demographic data indicates that 86% of the respondents were juniors, 10% senior, and 4% sophomores.

To assess the effects of class standing on survey item groups' one-way ANOVA tests were administered. Table 5-19 represents the one-way ANOVA results between class standing and item groups of the scales. One-way ANOVA indicated significant differences on item groups in, language (F (2, 271) = 3.155, $p < .05$), of *Post-Personal*

Beliefs About Diversity Scale; and in ability ($F(2, 271) = 3.342, p < .05$), of *Pre-Professional Beliefs About Diversity Scale* across the three categories of class standings.

The mean values indicate that sophomores had the lowest scores in both item groups, and juniors had the highest mean score on ability related items group and seniors had the highest mean score on the language related items group.

The results from the one-way ANOVA of class standing difference on each survey items indicated significant differences on the items 2, and 14 on the *Post-Personal Beliefs About Diversity Scale*; items 5, 17, and 25 on the *Pre-Professional Beliefs About Diversity Scale*; and items 5, and 25 on the *Post-Professional Beliefs About Diversity Scale*.

Multicultural Course Experience

Demographic data indicates that 18% of respondents had taken 0-1 courses related to multicultural themes, 56% of respondents had taken 2-3 classes, and 20% of respondents had taken 4 or more courses with multicultural themes, and 6% percent of the respondents did not respond to this item

The results from the one-way ANOVA of multicultural course experience difference on each survey items indicated significant differences on the item 2 on the *Post-Personal Beliefs About Diversity Scale*; item 18 on the *Pre-Professional Beliefs About Diversity Scale*.

Correlational Results

Table 5-20 presents the relationships between religious denomination and gender variables. Table 5-20 indicates that 41% of female respondents and 69% of male respondents were liberal while 59% of female respondents and 31% of male respondents were conservative in their religious denomination. There is a relationship between gender

and religious denomination that the significance of chi-square is .006 less than .05, so the relationship is statistically significant. The value of Cramer's V for gender and religious denomination is .170, so this is a moderate relationship. As indicated by (Francis & Wilcox, 1996) data show the female participants are more conservative than male participants.

Table 5-21 presents the relationships between religious denomination and religion variables. Table 5-21 indicates that 30% of Protestants, 35% of Catholics, 79% of Jewish, and 67% of Others as religious affiliation described themselves as liberal, while 70% of Protestants, 66% of Catholics, 21% of Jewish, and 33% of Others as religious affiliation described their religious denomination as conservative. The value of the Contingency Coefficient for religious denomination and religious affiliation of .300 shows a high moderate relationship between these two variables. And for this statistical significant relationship, the significance of chi-square is .000 less than .05. As supported by earlier research (Lottes & Kuriloff, 1992) table indicates that Protestants and Catholics are more conservatives than Jewish and Other religious groups.

Table 5-22 presents the relations between description of university body and race variables. Table 5-22 indicate that 12% of White and 30% of Non-White respondents selected "Mainly one racial group", 4% of White and 4% of Non-White respondents selected "Two major racial groups" and 84% of White and 66% of Non-White respondents selected "Many racial groups" to describe the student body at their university. These percentage changes show a relationship between these variables. The significance of chi-square for this relationship is .007 less than .05, so this relationship is statistically significant. The value of Contingency Coefficient is .186, so this is a

moderate relationship. The results indicated Whites see university body as more diverse while Non-Whites more likely describes it as monocultural environment.

Table 5-23 presents the relations between cross cultural friendship involvement and race variables. Table 5-23 indicates that 71% of White respondents and 38% of Non-White respondents described their cross-cultural friendship involvement as “some” and 29% of White and 62% of Non-White respondents described their cross-cultural friendship involvement as “much”. There is a relationship between race and cross-cultural friendship involvement. The significance of chi-square is .000 less than .05, so the relationship between these variables is significant. The value of Cramer’s V for race and cross-cultural friendship involvement is .263, so this is a moderate relationship. Results indicated more involvement with cross-cultural friendships then among Non-Whites, higher rates than Whites.

Table 5-24 presents the relations between cross cultural friendship involvement and inner city program experience variables. Table 5-24 shows that 58% of respondents who had inner city program experiences described their cross-cultural friendship involvement as “some” and rest of them; 42% of described as “much” their cross-cultural friendship involvement. And 71% of respondents who had no inner city program experiences described their cross-cultural friendship involvement as “some” and rest of them; 29% of described as “much” their cross-cultural friendship involvement. The significance of chi-square is .033 less than .05, so the relationship between these variables is statistically significant. The value of Cramer’s V for inner city experience and cross-cultural friendship involvement is .139, so this is a moderate relationship. Results indicated

having inner city program experience was a sign of more cross-cultural friendships involvement.

Table 5-25 presents the relations between cross cultural friendship involvement and second language variables. The significance of the chi-square value is .000 less than .05 between the variables of second language and cross-cultural friendship involvement. The high moderate relationship of the value of Cramer's V is .322. The crosstabulation shows that 29% of bilinguals had described their cross-cultural friendship as "some" while 71% of them described as "much". On the other side 72% of monolinguals described as "some" and 28% of them described as "much" their cross-cultural friendship involvement. From the results, bilinguals were more likely to have cross-cultural friendship involvement.

Table 5- 26 presents the relations between second language and race variables. Table 5-26 indicates that 7% of White and 55% of Non-White respondents reported that they were bilingual while 93% of White and 45% of Non-White respondents reported that they are monolingual. These percentages show a relationship between these two variables. The significance of chi-square is .000 less than .05, so the relationship between race and second language is significant. The value of Cramer's V for race and cross-cultural friendship involvement is .515, so this is a strong relationship. From the analysis, Non-Whites are more likely to be bilingual.

Table 5-27 present the relations between inner city program experience and number of multicultural course variables. Respondents indicated numbers of multicultural courses show a moderate relationship with their inner-city program experiences. 11 % of respondents had either no or 1, 62% of respondents 2 or 3, and 28% of respondents had 4

or more multicultural courses that they had inner-city program experiences. And 25 % of respondents had either no or 1, 57% of respondents 2 or 3, and 19% of respondents had 4 or more multicultural courses that they had no inner city program experiences. The significance of chi-square for this relationship is .028 less than .05, so this relationship is statistically significant. The value of Contingency Coefficient shows .175 a moderate relationship between these variables. The results indicated a yes response to inner city experience is a sign of having more multicultural courses.

Table 5-28 presents the relations between inner city program experience and foreign travel experience variables. Table 5-28 indicates that 81% of respondents who had inner city program experiences also had foreign travel experience and rest of them; 19% of had no any foreign travel experiences. And 61% of respondents who had no inner city program experiences stated that they had foreign travel experiences and rest of them; 39% of stated they had also no any foreign travel experiences. The significance of chi-square is .002 less than .05, so the relationship between these variables is statistically significant. The value of Cramer's V for inner city experience and cross-cultural friendship involvement is .204, so this is a moderate relationship. The results indicated having foreign travel experiences is a sign of having inner city program experiences.

Table 5-29 presents the relations between foreign travel and religion variables. Table 5-29 indicates that 66% of Protestant, 72% of Catholic, 96% of Jewish, and 67% of Other group of respondents had foreign travel experiences while, 34% of Protestant, 28% of Catholic, 4% of Jewish, and 33% of Other group of respondents had no any foreign travel experiences. The significance of chi-square is .037 less than .05, so the relationship between these variables is statistically significant. The value of Contingency Coefficient

for foreign travel experience and religious affiliation is .186, so this is a moderate relationship. The highest rate of foreign travel experience can be found among Jewish as religious affiliation, followed by Catholics and lowest rate can be seen among, Others and Protestants.

Table 5-1. The statistical procedures used for the first research question

Levels of variables		Statistical procedures
Nominal (Independent demographic variables)	Nominal (Independent demographic variables)	Pearson chi-square test, cross tabulation, cramer's V (for 2x2 Tables), contingency (for more than 2x2 tables)
Nominal (Independent demographic variables)	Interval (Dependent variables-total scores)	t-test (for two levels independent variables) ANOVA (for more than two levels independent variables)
Nominal (Independent demographic variables)	Interval (Dependent variables- item scores)	t-test (for two levels independent variables) ANOVA (for more than two levels independent variables)

Table 5-2. Item groups and group contexts

Context	Personal beliefs scale items	Professional beliefs scale items
Race/ethnicity	1,7,9	7, 10, 14,20,21
Gender	10,11,15	8,12, 19
Social class	6	2, 17, 22
Sexual orientation	4,5,12,13	3
Language	14	6, 16, 23
Ability & ability tracking	3,8	5, 9, 11, 13
Immigration	2	-
Religion	-	4, 24
Multicultural/monocultural education		1, 15, 18, 25

Table 5-3. Summary of t-tests, religious denomination – beliefs scales

	Religious denomination	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Total scores1	Liberal	116	61.2241	5.4758	6.051	264	.000	4.5975
	Conservative	150	56.6267	6.6156				
Total scores2	Liberal	116	62.7155	5.8396	5.229	264	.000	4.2089
	Conservative	150	58.5067	6.9839				
Total scores3	Liberal	116	96.8448	9.0194	3.066	264	.002	3.1982
	Conservative	150	93.6467	7.9589				

Table 5-4. Summary of t-tests, religious denomination - item groups

	Religious denomination	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Race1	Liberal	116	4.3592	.4957	2.193	264	.029	.1392
	Conservative	150	4.2200	.5265				
Race3	Liberal	116	3.9966	.4913	2.899	264	.004	.1632
	Conservative	150	3.8333	.4256				
Gender2	Liberal	116	3.9167	.6168	2.460	264	.015	.1811
	Conservative	150	3.7356	.5784				
Soccl	Liberal	116	3.7931	.9647	2.059	264	.040	.2398
	Conservative	150	3.5533	.9235				
Sexo1	Liberal	116	4.2177	.6021	7.962	264	.000	.7327
	Conservative	150	3.4850	.8376				
Sexo2	Liberal	116	4.4030	.5334	7.897	264	.000	.7064
	Conservative	150	3.6967	.8413				
Sexo3	Liberal	116	4.5862	.6733	5.245	264	.000	.5195
	Conservative	150	4.0667	.8874				
Sexo4	Liberal	116	4.6379	.6514	4.915	264	.000	.4646
	Conservative	150	4.1733	.8414				
Lang1	Liberal	116	3.1034	1.0416	3.211	264	.001	.4168
	Conservative	150	2.6867	1.0564				
Lang3	Liberal	116	3.9914	.5116	3.708	264	.000	.2425
	Conservative	150	3.7489	.5420				
Immig1	Liberal	116	3.9052	.8646	1.991	264	.048	.2052
	Conservative	150	3.7000	.8089				
Multi3	Liberal	116	3.9677	.5006	2.196	264	.029	.1327
	Conservative	150	3.8350	.4793				

Table 5-5. Summary of ANOVA, religious affiliations – beliefs scales

		N	Mean	Std. deviation	df	F	Sig.
Total scores1	Protestant	149	57.0268	6.5305	3	3.879	.010
	Catholic	59	59.7119	6.5760			
	Jewish	24	59.5417	6.0288			
	Other	6	62.5000	6.5651			
	Total	238	58.0840	6.6123			
Total scores2	Protestant	149	58.9597	7.1195	3	2.805	.040
	Catholic	59	61.6610	6.7533			
	Jewish	24	61.5417	5.4452			
	Other	6	61.3333	3.0768			
	Total	238	59.9496	6.8951			
Total scores3	Protestant	149	93.4966	7.6667	3	4.816	.003
	Catholic	59	97.1525	8.1660			
	Jewish	24	95.5000	10.6240			
	Other	6	102.5000	5.8907			
	Total	238	94.8319	8.2889			

Table 5-6. Summary of ANOVA, religious affiliations – item groups

		N	Mean	Std. deviation	df	F	Sig.
Gender1	Protestant	149	3.6577	.6052	3	3.919	.009
	Catholic	59	3.9379	.4484	234		
	Jewish	24	3.7222	.5170	237		
	Other	6	4.0000	.6667			
	Total	238	3.7423	.5736			
Gender2	Protestant	149	3.6734	.6157	3	5.439	.001
	Catholic	59	4.0169	.4307	234		
	Jewish	24	3.9028	.7188	237		
	Other	6	3.9444	.2509			
	Total	238	3.7885	.5974			
Gender4	Protestant	149	3.3982	.6674	3	3.104	.027
	Catholic	59	3.6441	.6123	234		
	Jewish	24	3.2500	.6313	237		
	Other	6	3.2222	.2722			
	Total	238	3.4398	.6531			
Race3	Protestant	149	3.8309	.4422	3	4.245	.006
	Catholic	59	3.9729	.4274	234		
	Jewish	24	3.9167	.5071	237		
	Other	6	4.4000	.3347			
	Total	238	3.8891	.4524			
Sexo1	Protestant	149	3.5369	.8594	3	8.414	.000
	Catholic	59	3.9661	.7258	234		
	Jewish	24	4.2292	.6833	237		
	Other	6	4.2500	.6124			
	Total	238	3.7311	.8442			
Sexo2	Protestant	149	3.7752	.8516	3	6.333	.000
	Catholic	59	4.1441	.7659	234		
	Jewish	24	4.4063	.4223	237		
	Other	6	4.1667	.7360			
	Total	238	3.9401	.8222			
Sexo3	Protestant	149	4.0738	.9307	3	6.841	.000
	Catholic	59	4.4915	.6532	234		
	Jewish	24	4.7083	.5500	237		
	Other	6	4.6667	.5164			
	Total	238	4.2563	.8602			
Sexo4	Protestant	149	4.1678	.8807	3	6.139	.000
	Catholic	59	4.5932	.5607	234		
	Jewish	24	4.7083	.7506	237		
	Other	6	4.5000	.5477			
	Total	238	4.3361	.8194			
Rel3	Protestant	149	4.0537	.5729	3	2.829	.039
	Catholic	59	4.2797	.5514	234		
	Jewish	24	4.2083	.6743	237		
	Other	6	4.4167	.4916			
	Total	238	4.1345	.5835			

Table 5-7. Summary of t-tests, cross-cultural friendship involvement - beliefs scales

	Cross cultural friendship	N	Mean	Std. deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean difference
Total scores1	Some	180	57.4667	6.1111	.4555	-3.923	272	.000	-3.1929
	Much	94	60.6596	6.9104	.7128				
Total scores2	Some	180	59.5500	6.7537	.5034	-2.342	272	.020	-2.0138
	Much	94	61.5638	6.7642	.6977				
Total scores3	Some	180	93.6389	8.0277	.5984	-3.624	272	.000	-3.8717
	Much	94	97.5106	9.0598	.9345				
Total scores4	Some	180	97.9222	8.2783	.6170	-2.820	272	.005	-3.1310
	Much	94	101.0532	9.5234	.9823				

Table 5-8. Summary of t-tests, cross-cultural friendship involvement - item groups

	Cross cultural friendship	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference																																																																																																																																																																																																																								
Race1	Some	180	4.1870	.5047	-3.816	272	.000	-.2456																																																																																																																																																																																																																								
	Much	94	4.4326	.5076					Race2	Some	180	4.3259	.5214	-2.281	272	.023	-.1457	Much	94	4.4716	.4622	Race3	Some	180	3.8444	.4442	-3.092	272	.002	-.1790	Much	94	4.0234	.4746	Race4	Some	180	4.0978	.4252	-3.085	272	.002	-.1788	Much	94	4.2766	.5089	Gender1	Some	180	3.6981	.5432	-2.354	272	.019	-.1671	Much	94	3.8652	.5852	Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682	Much	94	3.5496	.6977	Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038
Race2	Some	180	4.3259	.5214	-2.281	272	.023	-.1457																																																																																																																																																																																																																								
	Much	94	4.4716	.4622					Race3	Some	180	3.8444	.4442	-3.092	272	.002	-.1790	Much	94	4.0234	.4746	Race4	Some	180	4.0978	.4252	-3.085	272	.002	-.1788	Much	94	4.2766	.5089	Gender1	Some	180	3.6981	.5432	-2.354	272	.019	-.1671	Much	94	3.8652	.5852	Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682	Much	94	3.5496	.6977	Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329								
Race3	Some	180	3.8444	.4442	-3.092	272	.002	-.1790																																																																																																																																																																																																																								
	Much	94	4.0234	.4746					Race4	Some	180	4.0978	.4252	-3.085	272	.002	-.1788	Much	94	4.2766	.5089	Gender1	Some	180	3.6981	.5432	-2.354	272	.019	-.1671	Much	94	3.8652	.5852	Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682	Much	94	3.5496	.6977	Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																					
Race4	Some	180	4.0978	.4252	-3.085	272	.002	-.1788																																																																																																																																																																																																																								
	Much	94	4.2766	.5089					Gender1	Some	180	3.6981	.5432	-2.354	272	.019	-.1671	Much	94	3.8652	.5852	Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682	Much	94	3.5496	.6977	Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																		
Gender1	Some	180	3.6981	.5432	-2.354	272	.019	-.1671																																																																																																																																																																																																																								
	Much	94	3.8652	.5852					Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682	Much	94	3.5496	.6977	Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																															
Gender4	Some	180	3.3815	.6284	-2.024	272	.044	-.1682																																																																																																																																																																																																																								
	Much	94	3.5496	.6977					Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946	Much	94	3.9973	.8680	Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																												
Sexo1	Some	180	3.7028	.7914	-2.829	272	.005	-.2946																																																																																																																																																																																																																								
	Much	94	3.9973	.8680					Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699	Much	94	4.1782	.7347	Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																									
Sexo2	Some	180	3.9083	.8238	-2.669	272	.008	-.2699																																																																																																																																																																																																																								
	Much	94	4.1782	.7347					Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708	Much	94	4.5319	.7435	Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																						
Sexo3	Some	180	4.1611	.8598	-3.545	272	.000	-.3708																																																																																																																																																																																																																								
	Much	94	4.5319	.7435					Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486	Much	94	4.5319	.7718	Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																			
Sexo4	Some	180	4.2833	.8069	-2.457	272	.015	-.2486																																																																																																																																																																																																																								
	Much	94	4.5319	.7718					Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161	Much	94	3.1383	1.1033	Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																
Lang1	Some	180	2.7222	1.0142	-3.127	272	.002	-.4161																																																																																																																																																																																																																								
	Much	94	3.1383	1.1033					Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174	Much	94	3.2340	1.1016	Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																													
Lang2	Some	180	2.9167	.9623	-2.464	272	.014	-.3174																																																																																																																																																																																																																								
	Much	94	3.2340	1.1016					Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069	Much	94	4.0532	.5686	Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																										
Lang3	Some	180	3.7463	.4912	-4.647	272	.000	-.3069																																																																																																																																																																																																																								
	Much	94	4.0532	.5686					Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043	Much	94	4.0709	.5262	Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																																							
Lang4	Some	180	3.8667	.5666	-2.902	272	.004	-.2043																																																																																																																																																																																																																								
	Much	94	4.0709	.5262					Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814	Much	94	4.6064	.5230	Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																																																				
Abil1	Some	180	4.4250	.5350	-2.685	272	.008	-.1814																																																																																																																																																																																																																								
	Much	94	4.6064	.5230					Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329	Much	94	4.2606	.6381	Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																																																																	
Rel3	Some	180	4.0278	.5357	-3.195	272	.002	-.2329																																																																																																																																																																																																																								
	Much	94	4.2606	.6381					Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572	Much	94	3.9947	.5145	Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																																																																														
Multi3	Some	180	3.8375	.4811	-2.506	272	.013	-.1572																																																																																																																																																																																																																								
	Much	94	3.9947	.5145					Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437	Much	94	4.0479	.5329																																																																																																																																																																																																											
Multi4	Some	180	3.9042	.5482	-2.080	272	.038	-.1437																																																																																																																																																																																																																								
	Much	94	4.0479	.5329																																																																																																																																																																																																																												

Table 5-9. Summary of t-tests, race - beliefs scale

	Race	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Total scores1	White	227	58.1674	6.3111	-2.203	272	.028	-2.3007
	Non-White	47	60.4681	7.4421				
Total scores3	White	227	94.3921	8.3481	-2.461	272	.014	-3.3526
	Non-White	47	97.7447	9.2159				

Table 5-10. Summary of t-tests, race - item groups

	Race	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Lang1	White	227	2.8062	1.0506	-2.025	272	.044	-.3428
	Non-White	47	3.1489	1.0830				
Lang2	White	227	2.9515	1.0054	-2.665	272	.008	-.4314
	Non-White	47	3.3830	1.0332				
Immig1	White	227	3.6960	.8148	-3.631	272	.000	-.4742
	Non-White	47	4.1702	.8161				
Immig2	White	227	3.7885	.8033	-2.653	272	.008	-.3391
	Non-White	47	4.1277	.7694				
Abil2	White	227	4.4471	.5619	2.212	272	.028	.2131
	Non-White	47	4.2340	.7651				
Race3	White	227	3.8652	.4507	-3.256	272	.001	-.2369
	Non-White	47	4.1021	.4697				
Lang3	White	227	3.8135	.5413	-2.600	272	.010	-.2220
	Non-White	47	4.0355	.4877				
Multi3	White	227	3.8645	.4786	-1.976	272	.049	-.1567
	Non-White	47	4.0213	.5682				
Multi4	White	227	3.9218	.5467	-2.122	272	.035	-.1846
	Non-White	47	4.1064	.5232				

Table 5-11. Summary of t-tests, inner city experience - beliefs scale

	Inner city experience	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Total scores2	Yes	80	58.5250	6.6026	-2.353	235	.019	-2.1502
	No	157	60.6752	6.6787				

Table 5-12. Summary of t-tests, inner city experience - item groups

	Inner city experience	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Gender2	Yes	80	3.6792	.6374	-2.261	235	.025	-.1828
	No	157	3.8620	.5624				
Sexo2	Yes	80	3.8219	.8561	-2.173	235	.031	-.2386
	No	157	4.0605	.7692				

Table 5-13. Summary of t-tests, gender - item groups

	Gender	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Gender2	Female	247	3.8623	.5742	3.730	272	.000	.4426
	Male	27	3.4198	.6831				
Sexo3	Female	247	4.3279	.7820	2.384	272	.018	.4020
	Male	27	3.9259	1.2066				
Sexo4	Female	247	4.4008	.7739	2.020	272	.044	.3267
	Male	27	4.0741	.9971				

Table 5-14. Summary of t-tests, foreign travel – beliefs scale

	Foreign travel	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Total scores1	Yes	189	59.0476	6.2188	2.203	267	.028	1.9101
	No	80	57.1375	7.1277				

Table 5-15. Summary of t-tests, foreign travel - item groups

	Foreign travel	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Sexo1	Yes	189	3.8717	.7870	2.131	267	.034	.2342
	No	80	3.6375	.9061				
Lang1	Yes	189	2.9577	1.0611	2.272	267	.024	.3202
	No	80	2.6375	1.0463				

Table 5-16. Summary of t-tests, second language - beliefs scales

	Second language	N	Mean	Std. deviation	t	df	Sig. (2-tailed)	Mean difference
Total scores1	Yes	41	61.0244	6.8245	2.634	272	.009	2.8956
	No	233	58.1288	6.4327				
Total scores3	Yes	41	98.6341	9.6715	3.011	272	.003	4.3123
	No	233	94.3219	8.2276				

Table 5-17. Summary of ANOVA, student body description – beliefs scale

		N	Mean	Std. deviation	df	F	Sig.
Total scores3	One	41	97.7561	7.5259	2	4.308	.014
	Two	12	90.0833	8.6913			
	Many	221	94.7149	8.6285			
	Total	274	94.9672	8.5795			

Table 5-18. Summary of ANOVA, student body description – item groups

		N	Mean	Std. deviation	df	F	Sig.
Lang1	One	41	3.2195	1.1514	2	4.007	.019
	Two	12	2.3333	.8876	271		
	Many	221	2.8281	1.0389	273		
	Total	274	2.8650	1.0622			
Lang2	One	41	3.5122	1.0752	2	5.663	.004
	Two	12	2.9167	.9962	271		
	Many	221	2.9412	.9914	273		
	Total	274	3.0255	1.0214			
Lang3	One	41	4.0569	.5265	2	5.491	.005
	Two	12	3.5278	.4597	271		
	Many	221	3.8311	.5334	273		
	Total	274	3.8516	.5382			
Multi3	One	41	4.0915	.4498	2	5.434	.005
	Two	12	3.6250	.6351	271		
	Many	221	3.8688	.4882	273		
	Total	274	3.8914	.4975			

Table 5-19. Summary of ANOVA, class standing – item groups

		N	Mean	Std. deviation	df	F	Sig.
Lang2	Junior	235	2.9830	1.0210	2	3.155	.044
	Senior	27	3.4815	.8490	271		
	Sophomore	12	2.8333	1.1934	273		
	Total	274	3.0255	1.0214			
Abil3	Junior	235	3.7904	.4517	2	3.342	.037
	Senior	27	3.7315	.4213	271		
	Sophomore	12	3.4375	.7986	273		
	Total	274	3.7692	.4721			

Table 5-20. Religious denomination - gender crosstabulation and chi-square result

		Gender		Total
		Female	Male	
Religious denomination Liberal	Count	98	18	116
	% within gender	40.8%	69.2%	43.6%
Conservative	Count	142	8	150
	% within gender	59.2%	30.8%	56.4%
Total	Count	240	26	266
Pearson chi-square	Value	Asymp. sig. (2-sided)		
	7.693	1	.006	
		Value	Approx. sig.	
N of valid cases	Cramer's V	.170	.006	
		266		

Table 5-21. Religious denomination - religion crosstabulation and chi-square result

		Religion				Total	
		Protestant	Catholic	Jewish	Other		
Religious denomination	Liberal	Count	45	20	19	4	88
		% within religion	30.4%	34.5%	79.2%	66.7%	37.3%
	Conservative	Count	103	38	5	2	148
		% within religion	69.6%	65.5%	20.8%	33.3%	62.7%
Total		Count	148	58	24	6	236
Pearson chi-square	Value				Asymp. sig. (2-sided)		
	23.408				.000		
		df			Approx. sig.		
	Contingency coefficient		.300			.000	
N of valid cases			236				

Table 5-22. Race – student body description crosstabulation and chi-square result

		Description of student body			Total	
		One	Two	Many		
Race White	Count	27	10	190	227	
	% within race	11.9%	4.4%	83.7%	100.0%	
Non-White	Count	14	2	31	47	
	% within race	29.8%	4.3%	66.0%	100.0%	
Total	Count	41	12	221	274	
	% within race	15.0%	4.4%	80.7%	100.0%	
Pearson chi-square	Value			Asymp. sig. (2-sided)		
	9.853			.007		
		df		Approx. sig.		
	Contingency coefficient	.186			.007	
N of valid cases		274				

Table 5-23. Race - cross cultural friendship crosstabulation and chi-square result

		Cross cultural friendship		Total	
		Some	Much		
Race White	Count	162	65	227	
	% within race	71.4%	28.6%	100.0%	
Non-White	Count	18	29	47	
	% within race	38.3%	61.7%	100.0%	
Total	Count	180	94	274	
	Value	df	Asymp. sig. (2-sided)		
Pearson chi-square	18.892	1	.000		
		Value	Approx. sig.		
	Cramer's V	.263	.000		
N of valid cases		274			

Table 5-24. Inner city experience – cross-cultural friendship crosstabulation and chi-square result

		Cross cultural friendship		Total	
		Some	Much		
Inner city program	Yes	Count	46	34	80
		% within inner city program	57.5%	42.5%	100.0%
	No	Count	112	45	157
		% within inner city program	71.3%	28.7%	100.0%
Total		Count	158	79	237
		% within inner city program	66.7%	33.3%	100.0%
Pearson chi-square		Value	df	Asymp. sig. (2-sided)	
		4.566	1	.033	
		Value	Approx. sig.		
	Cramer's V	.139	.033		
N of valid cases			237		

Table 5-25. Second language - cross-cultural friendship crosstabulation and chi-square result

		Cross-cultural friendship		Total	
		Some	Much		
Second language	Yes	Count	12	29	41
		% within second language	29.3%	70.7%	100.0%
	No	Count	168	65	233
		% within second language	72.1%	27.9%	100.0%
Total		Count	180	94	274
		Value	df	Asymp. sig. (2-sided)	
Pearson chi-square		28.385	1	.000	
		Value	Approx. sig.		
	Cramer's V	.322	.000		
N of valid cases			274		

Table 5-26. Race - second language crosstabulation and chi-square result

		Second language		Total	
		Yes	No		
Race	White	Count	15	212	227
		% within race	6.6%	93.4%	100.0%
	Non-White	Count	26	21	47
		% within race	55.3%	44.7%	100.0%
Total		Count	41	233	274
		Value	df	Asymp. sig. (2-sided)	
Pearson chi-square		72.609	1	.000	
		Value	Approx. sig.		
	Cramer's V	.515	.000		
N of valid cases			274		

Table 5-27. Inner city experience - multicultural course experience crosstabulation and chi-square result

			Number of multicultural courses			Total
			0-1	2-3	4+	
Inner city program	Yes	Count	8	47	21	76
		% within inner city program	10.5%	61.8%	27.6%	100.0%
		% within number of multicultural courses	17.8%	35.6%	42.9%	33.6%
	No	Count	37	85	28	150
		% within inner city program	24.7%	56.7%	18.7%	100.0%
		% within number of multicultural courses	82.2%	64.4%	57.1%	66.4%
Total		Count	45	132	49	226
		% within inner city program	19.9%	58.4%	21.7%	100.0%
		% within number of multicultural courses	100.0%	100.0%	100.0%	100.0%
Pearson chi-square		Value				Asymp. sig. (2-sided)
		7.167	2			.028
N of valid cases			Value			Approx. sig.
			Contingency coefficient	.175		.028
			226			

Table 5-28. Inner city experience - foreign travel crosstabulation and chi-square result

			Foreign travel		Total
			Yes	No	
Inner city program	Yes	Count	65	15	80
		% within inner city program	81.3%	18.8%	100.0%
	No	Count	96	61	157
		% within inner city program	61.1%	38.9%	100.0%
Total		Count	161	76	237
		Value	df	Asymp. sig. (2-sided)	
Pearson chi-square		9.832	1	.002	
			Value	Approx. sig.	
		Cramer's V	.204	.002	
N of valid cases			237		

Table 5-29. Foreign travel – religious affiliations crosstabulation and chi-square result

		Religion				Total
		Protestant	Catholic	Jewish	Other	
Foreign travel Yes	Count	98	42	22	4	166
	% within foreign travel	59.0%	25.3%	13.3%	2.4%	100.0%
	% within religion	66.2%	72.4%	95.7%	66.7%	70.6%
No	Count	50	16	1	2	69
	% within foreign travel	72.5%	23.2%	1.4%	2.9%	100.0%
	% within religion	33.8%	27.6%	4.3%	33.3%	29.4%
Total	Count	148	58	23	6	235
	% within foreign travel	63.0%	24.7%	9.8%	2.6%	100.0%
	% within religion	100.0%	100.0%	100.0%	100.0%	100.0%
Pearson chi-square	Value					df
	8.468					3
Contingency coefficient	Value					Asymp. sig. (2-sided)
	.186					.037
N of valid cases	Value					Approx. sig.
	235					.037

CHAPTER 6 CHANGES IN ATTITUDES AND BELIEFS

The second research question focused on the changing attitudes and beliefs of the preservice teachers' on the issue of diversity during the span of time when they took a children's literature class. The first part of the results in this section includes a combination of analysis of survey items as quantitative data and student written responses and interviews as qualitative data to reach a better understanding of attitude and belief changes. Drawing from theoretical and pedagogical understanding in critical multiculturalism and critical theory, also, critical, social and political theories, such as critical pedagogy, reader response theory, critical literacy and works of scholars in the field of multicultural education, survey items were regrouped and combined with students' responses to examine fundamental components and issues of diversity. The following resources were examined to evaluate the survey items in relation to multicultural education and to evaluate students' responses; Banks (1996) *Multicultural Education Transformative Knowledge and Action; Historical and Contemporary Perspectives*, Banks (2001) *Multicultural Education; Issues and Perspectives*, Banks (2004) *Handbook of Research on Multicultural Education*, Bennett (1990) *Comprehensive Multicultural Education; Theory and Practice*, Gollnick and Chinn (2004) *Multicultural Education in a Pluralistic Society*, Grant and Gillette (2006) *Learning to Teach Everyone's Children; Equity, Empowerment, and Education That is Multicultural*, Grant and Sleeter (2003) *Turning on Learning; Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability*, Larkin and

Sleeter (1995) *Developing Multicultural Teacher Education Curricula*, Sleeter and McLaren (1995) *Multicultural Education, Critical Pedagogy, and the Politics of Difference*, Sleeter and Grant (1999) *Making Choices for Multicultural Education; Five Approaches to Race, Class, and Gender*, and Sleeter (1996) *Multicultural Education as Social Activism*.

The second part of this section of the results starts with an item means comparison of each individual survey item. Means comparison presented in a table and results were examined on the basis of the mean differences of pre and post survey results. Then, each survey item was matched with demographic variables where significant differences were found between survey items and demographic variable levels. And finally, using crosstabulation, paired t-test, and one-way ANOVA statistical procedures, item pairs were compared and changes explained for each item of the surveys.

Roots in Changes in Attitudes and Beliefs

To examine the sources of attitudes and beliefs changes within a multicultural education context and the research data survey items regrouped. Table 6-1 presents the groups and items under each category.

Race/ Ethnicity

The race/ethnicity relations in this nation for the last three centuries make the race/ethnicity complicated terms requires understanding of various theoretical conceptions and sociohistorical ideologies. Arguing that race is neither purely ideological nor purely essential but grounded in sociohistorical ideologies and performances, Duesterberg (1999) explained the importance of understanding of these terms in educational context, especially in teacher education programs:

Given the context of schools and society, in which the meanings of race so deeply impact social arrangements and social interactions, it is imperative for preservice teachers and teacher educators to engage in efforts to theorize race and understand how constructions of race affect our actions and decisions. Requiring that student teachers be committed to teaching every child in their classrooms demands that preservice teachers think through how they understand themselves and others through race in a society in which race is both the vehicle through which oppression is accomplished and the vehicle through which groups rally to combat that oppression (p.751).

These are eight survey items related to race and ethnicity issues that students responded to on pre and posttests.

Personal Beliefs About Diversity Scale Items

- Item 1. There is nothing wrong with people from different racial backgrounds having/raising children.
- Item 7. People should develop meaningful friendships with others from different racial/ethnic groups.
- Item 9. In general, White people place a higher value on education than do people of color.

Professional Beliefs About Diversity Scale Items

- Item 7. Only schools serving students of color need a racially, ethnically, and culturally diverse staff and faculty.
- Item 10. People of color are adequately represented in most textbooks today.
- Item 14. Students living in racially isolated neighborhoods can benefit socially from participating in racially integrated classrooms.
- Item 20. Large numbers of students of color are improperly placed in special education classes by school personnel
- Item 21. In order to be effective with all students, teachers should have experience working with students from diverse racial and ethnic backgrounds.

Table 6-2 presents the pre-post survey relationship within the race ethnicity context. The results from the analysis indicate that there are significant differences between items related to race/ethnicity issues on the Pre and Post *Personal and*

Professional Beliefs About Diversity Scales. In the *Personal Belief About Diversity Scale*, $t(df=273) = -3.843, p < .05$, and in the *Professional Beliefs About Diversity Scale*, $t(df=273) = -8.372, p < .05$. The mean values indicate that the Posttest item groups have significantly higher scores ($M(\text{Post-}Personal\ Beliefs\ About\ Diversity\ Scale) = 4.3759$, $M(\text{Post-}Professional\ Beliefs\ About\ Diversity\ Scale) = 4.1591$) than Pretest item groups, ($M(\text{Pre-}Personal\ Belief\ About\ Diversity\ Scale) = 4.2713$, and $M(\text{Pre-}Professional\ Beliefs\ About\ Diversity\ Scale) = 3.9058$).

Paired t tests on the eight race/ethnicity related scale items indicated significant differences between means on pretest and posttest on item 1 ($t(df=273) = -3.452, p < .05$), and item 7 ($t(df=273) = -5.943, p < .05$) of *Personal Beliefs About Diversity Scale*, and item 10 ($t(df=273) = -8.437, p < .05$) and item 20 ($t(df=273) = -11.047$) of *Professional Beliefs About Diversity Scale* (Table 6-12, Table 6-22).

Students' written responses on their readings in the Children's Literature class showed a wide variety of differences with regard to race and ethnicity. As Gollnick and Chinn (2004) stated "An understanding of race and how we have been advantaged or disadvantaged because of our race is important in working with both white students and student of color" (p.88). In an educational context race can be examined under social class, and ability tracking. For example many educational researchers and theorists interested in issue of equality, often center their concentration on tracking as one of the most powerful practices in perpetuating social, economic, and racial inequality. Oakes (1985, 1986) stated that "the curricular and instructional inequalities that accompany tracking may actually foster mediocre classroom experiences for most students and erect special barriers to the educational success of poor, black, and Hispanic students" (148). In

a collection of related studies Orfield, G., Marin, P. and Horn, C.L. (2005) discussed the role of higher education that reinforce the inequality between white and nonwhite American society rather than creates an equal opportunity. Similarly in her book, “Beyond The Big House” Ladson-Billings (2005) describes the lives, struggles, hopes, ideas, and triumphs of seven African American teacher educators who have made significant contributions to teaching, service and research such as Carl Grant, Jacqueline Jordan Irvine, Geneva Gay, and Lisa Delpit. She used the Big House metaphor to describe how departments, schools, and college of education mirror institutional values that maintain the status quo and impede the academic achievement and social growth of African American students from other marginalized groups.

Students’ responses to their novels, picture books and other assignments included several comments on the issues of race and ethnicity.

Many responses are referring to students’ lack of knowledge on the topics discussed in their books. For example, as response to one of the historical fiction novel on Native Americans and Vermont Eugenics Program, in *Hidden Roots* by Joseph Bruchac, a student wrote, “ I never even knew any of these horrifying thing happened.” Others wrote responses to *Thin Wood Walls* by David Patneade, a novel on Japanese internment camps:

... Eventually, the government was able to intern approximately 120,000 Japanese Americans! Two-thirds of the individuals detained were native, United States citizens...In 1944; the Supreme Court finally ruled that the evacuation and internment in fact were constitutional in the landmark *Korematsu v. United States* case. The government had started to release the internees at that time. In 1988, Congress apologized and paid \$20,000 in reparations to each of the 60,000 surviving internees. (MSN Encarta)

The story about Joe and his family’s experience in the internment camps is certainly engaging and never boring. I for one was completely shocked that this took place and that Americans allowed it to take place! The experience reminded

me very much of the Holocaust, and I was shocked and ashamed that this is a part of America's history.

Even though these events happened only couple decades ago many of the students had never learned about these events in United States history. Another student's response to *Thin Wood Walls* was:

It is hard to believe that the "free" country I live in today was no different than Nazi, Germany just over 60 years ago ... While searching I found a lot of the events in this book really happened. For example ... Executive Order 9066 was signed by President Roosevelt on February 19, 1942. This caused the eviction of 120,000 people of Japanese ancestry who lived in Arizona, California, Oregon and Washington.

A civil rights movement novel *Mississippi Trail, 1955*, a novel based on Holocaust *Daniel Half Human* and a slavery story *Trouble Don't Last* had similar responses. One student wrote about *Mississippi Trail, 1955*:

Throughout my education the name Emmett Till was never brought up and he is basically looked upon as the start of the civil right movement, which is an important key fact.

Throughout schooling, the history that tends to be taught about events before and during the civil rights movement tends to be more sugar coated. Schools tend to teach about Martin Luther King who preached and Rosa who sat on the wrong side of the bus, but not the details of the torturing treatment placed among the blacks.

Chris Crowe makes an effort to make sure Emmett Till's story gets told. Crowe is aware of the bias of history taught in school because he himself had never heard of this story until his adult years.

another wrote about *Daniel Half Human*:

The events leading up to the Holocaust, however, are not nearly as well known. While reading this book, I realized how little I actually knew about the Holocaust despite reading many novels about it and studying it several times in school. In order to prevent another Holocaust, it is important to understand the events that lead up to it. This book is a valuable resource for the classroom because it shows how surprisingly easy it was for an entire country to be brainwashed and for Hitler to come to power. I remember learning about the Holocaust and wondering how such a terrible thing could happen. It is so easy to think that you would never get wrapped up in such an immoral thing, but just like Daniel and Armin, I can remember wanting to be involved in things that were cutting edge and rebellious

and the desire to feel like I belonged in something that was making difference. When you are a young person, you do not always look at the issues deeper because you are blinded by the excitement of being involved in something big.

and another student wrote about *Trouble Don't Last*:

Through her research she found that many of the ideas most people have about the Underground Railroad are actually misconceptions. For example, the Underground Railroad was not an organized network in which slaves traveled from the South to the North. Instead, the "railroad" consisted of various routes and hiding places that were safe for runaways to travel along....Though not highly structured there was some organization within these routes. Individuals guided the runaway slaves from one safe house to another but they did not know any information beyond their two stations.

A second group of responses are related to prejudice and discrimination that many students' responses indicate they realize that prejudice is not limited to one ethnic or racial group and how they easily translated into harmful behavior. Two students' responses to *Hidden Roots* were:

Even during the end of the twentieth century, the Abenaki people still feared admitting their heritage because of the awful things done to them.

...this novel highlights the stereotypes of Native Americans, which like many groups of people, are inaccurate and quite damaging. Many people may internalize the images they see on television and in the movies and truly believe that is how Native Americans are. However, Bruchac addresses the fact that all groups of people are dynamic and cannot be characterized by a few features.

...This book would work well in a lesson about prejudice and racism. The novel strays from the traditional subject of the civil rights movement in America to offer children a new perspective on the topic.

and,

....Bruchac learned at a young age how the Abenaki tribe was subject to an awful experiment in the 1930's known as the Vermont Eugenics Program. The program was started by a zoology professor named Henry Perkins in an attempt to "enhance" the human race. Part of the plan involved a sterilization bill in Vermont in 1931 (making it the 31st state to have such legislation) in which those classified, as "feebleminded" would be sterilized so that human species could rid itself of "diseased germ plasm". Those identified as having these "diseased " genes were families with histories of Huntington's chorea, alcoholism, joblessness, and petty crime (Bruchac, 2004). Unfortunately, the Abenaki and others living below the

poverty line fell victim to the legislation, causing thousands of women to be sterilized against their will and many natives to cast-off their cultural ties. ...the novel also draws parallels to the ethnic cleansing that went on under the Nazi regime in Germany during World War II. This is done in an attempt to inform the reader that the practices many Americans found appalling about the holocaust also occurred, to a lesser degree, here in America...In history books not much is said about the suffering of Native Americans during colonization or legislation such as The Vermont Eugenics Program.

Another enjoyable aspect of the novel was its focus on the importance of valuing one's identity ... how it is impossible to "hide" one's roots, as they are the center of who we are and what makes us all special and unique individuals.

Gollnick and Chinn states that:

We all face a dilemma, because we have grown up in a society that has inherently discriminated against persons of color since the first European Americans arrived ... we believe that we have never been discriminated against, we should not assume that others do not suffer from discrimination (p.92).

Many of students of color who responded these novels had reported their experiences and connections with the events in the novels. These were also important when these students shared experiences with their classmates in literature circle discussions. One of African American students wrote after reading *Thin Wood Walls*:

As an African-American female, I feel that it was relatively easy to draw a connection with this novel. Fortunately, I have never been in a situation similar to this but I can understand how difficult the situation must have been. I was born a citizen of the United States. Having to choose between pledging allegiance to this country (that would have a complete lack of respect for me in this situation) and Africa (which in all actuality I have little connection to since it was home to very few of my ancestors) would be incredibly difficult. Listening to older members of my culture who had to deal with segregation and racism growing up is hard, and I thank God every day that I did not have to live through these struggle. I feel drawn to the obstacles that the Hanada family has to face because I understand what it is like to be judged solely on your race or culture and not for the individual and unique person that you are.

and a Hispanic student wrote on *Trouble Don't Last*:

...I was able to connect to this part of the story because as a Hispanic I have sometimes been looked down upon by others because of who I am and where I come from. My parents have taught me that we have the same rights as everyone

else and should be treated the same. An example my mom has given me, is that in God's eyes we all are equal.

Another group of responses include personal connections with events in the books.

After reading *Run Boy Run* one student wrote:

Growing up I became sensitive to the Jewish faith because my guardian is Jewish and enlightened me to her culture. *Run Boy Run* explains the actual pain and suffering the Jewish people faced which is relevant in my life because I experience my caregivers' pain from the Holocaust first hand. The nightmare of the holocaust is difficult to imagine, the future can only learn from this sick era and remember the Holocaust victims forever.

another student wrote about *Run Boy Run*:

This book shows the audience that one can do whatever one sets their mind to, that no obstacle is too high or too wide. Also, the fact that Jurek never forgot he was a Jew, is something that I can relate to. There is always something in society that people do not like in others and others often hide that fact as to appease society, but they never forget it. I believe that everyone has that something society does not care for, including me. Lastly, I personally connected to the book, as my grandmother grew up during the occupation in France during World War II and she has told me first hand accounts of the horror of war. Although she was not a Jew, she still faced the negatives of the war.

Ethnic and racial identity is another area that many students responded how they learned about other cultures through their readings and through their interactions with other minority cultures, especially with children. One student response to *Hidden Roots* was:

Another enjoyable aspect of the novel was its focus on the importance of valuing one's identity. How it is impossible to "hide" one's roots, as they are the center of who we are and what makes us all special and unique individuals.

Another student wrote after reading Toyomi Igus' *I See the Rhythm*, a nonfiction picture book,

...a timeline of social events in African American history border the pages. The timeline begins in the 1500's with "origins" and ends in the 1990's with "Hip-Hop/Rap". Although many landmark events are documented, Igus forgets to include some very important dates in Black history. Examples include the Plessy vs. Ferguson case, The Voting Rights Act of 1965, Thurgood Marshall becoming

the first African American supreme court justice and the official creation of Martin Luther King Day in 1986 (PBS, 2002). *I See the Rhythm* was written from the perspective of a black woman in an attempt to instill a sense of pride in young African Americans about the many contributions and events in their musical and social history. As a result, lines like “In *our* struggle to find a place in a new land, *we* created the music that changed the world (Igu, 1999) appear throughout the book. By using the pronoun “our” when referring to certain events in Black history, Igu assumes that the reader is African American. This may discourage some non-African readers from becoming completely absorbed in the book because they may feel the book was not intended for them. However, this may have been done to increase the sense of accomplishment that young Black readers will feel upon finishing a book about the great impact their cultural history has had on the United States.

And another student response to *A Negro League Scrapbook* was:

A different perspective could come from the “white” view, since this story was told through the African-American view. A white person’s view might consist of looking at the Negro League as a joke, or just something they did to feel important. They might also be following society when it came to how “blacks” were perceived. Some people most likely did not even hate African-Americans, but acted so just to fit in with society. Whites may have saw the Negro League as an interference with their playing time, and just extra work they had to do to get ready for their own games. When a member from the Negro League became famous, the whites most likely held a lot of resentment toward him, and may blame his fame on pity. Towards the end of segregation, Hispanic cultures were playing with the Negroes, and eventually Jackie Robinson made the first ever appearance on a “white” baseball team. Whites among the nation were devastated by this decision, but soon it was the only way. Finally, everyone realized what a contribution African-American people have to offer to baseball, society, and life as a whole.

As part of this class students were required to do a field experience called Project Booktalk. Run by the local public library, students gathered a bag of ten books from the library to take a low-income childcare home once a week for ten weeks. The students conducted an hour-long story hour, reading to the infants, toddlers, and preschoolers at the home, then leaving the book for the child care provider to share during the week. One week later the students brought another bag of books and returned the original one to the library, essentially bringing the library into the homes of these childcare providers. For many of the University students it was the first time they had been in the home or

neighborhood of a low-income African American. These visits provided many positive experiences for students in terms of intergroup relations that can be found in their responses. Examples of students' responses to these interactions were as follow:

Children's literature can be related to a child's cultural background when proper books are selected to be read. I observed children from different cultures such as African American and noticed that they were very hands on readers. For example, I read *Dance Baby* and *Nicholas, Cameron, and Isaiah* darted up and started to dance like the pictures in the book.

My experience with Booktalk also exposed me to children of different minorities. In my daycare, there were five children (four boys; one girl). The ages ranged from one to three years. Four of the five children were African American, and one child was white. I learned how important it is to incorporate diversity and ethnicity into the books I chose to read with the children. After my first visit, I knew that I had to pay close attention to the diversity expressed in the books I picked out. I spent more time looking for books with African American characters, and books that both genders could enjoy and relate to. I also looked for books that did not express racial stereotypes, but reflected good themes and moral values.

This child care home had African American children and I learned that at this stage in their lives, there is not much difference between their actions and those of Caucasian children....The difference in cultures that I noticed was the interaction between the provider and the children. Most Caucasian parents put their children in day care centers where they don't know the providers and the providers seem to exhibit a detached sense of interaction. At this daycare provider's home, however, it felt more like a family environment. The provider, Tanya, knew the background of all children...I have worked with the Early Head Start program and noticed the same thing there too. I think it is because in the African American community, they all look out for each other and their neighborhoods seem to have the same appearance of one large family.

Kayla is an African American. When I brought in books which had African American people in them, Kayla reacted differently than to the other books. I could see in her face how interested she was. She connected with these books. When I was reading Kayla "Rock a-bye Baby", Kayla completely calmed down. She stopped wiggling in my lap and was completely listening to the book. Seeing how Kayla reacted to these books reinforced in my mind how important it is to have a multicultural classroom library. Kayla had me read "Rock a-bye Baby" four times that day. That was definitely her favorite book of the day because she could relate to the people in the story

Finally a few students reported what we might expect and many scholars reported resistance and discomfort. Tatum (1992) described the problem when she wrote that

“The discomfort associated with these emotions can lead students to resist the learning process”p.1. The following example shows discomfort as well as simplification of an event that horrified the whole world. In response to *Run Boy Run* by Uri Orlev:

Personally, I could relate most to the situation between Daniel’s Mother, Sophie and his Father, Rheinhard....Sophie’s life, being Jewish was endangered and she wanted to flee and leave Germany in order for her own safety. Rheinhard on the other hand wanted to stay in Germany because he could not one hundred percent know and feel what it was like to be persecuted and ended up putting his family’s lives in danger. He was unable to feel the fear and disparity of the Jews and thought that he could protect his family. It is very difficult for one to marry in this situation and be able to truly understand the danger and plight that the Jew’s endured. If Rheinhard was Jewish, Daniel would have most likely escaped persecution and left Germany a lot sooner. That is why I feel it is so important for one to marry into the same religion, because when situations like these present themselves unnecessary problems can and most likely will occur.

The novel also discusses the “Night of Broken Glass”, Kristallnacht and how devastating it was. According to the wikipedia website, these events occurred on November 9, 1938 just as described in the novel. The novel discusses Vom Rath’s assassination, which did occur on this day. His assassination led to Kristallnacht, which was a riot, which broke out against all Jewish people in Germany.

Gender

The survey items reflect the gender inequality within educational context. In order to respond effectively to the need for preservice teachers awareness to the issue involving gender within multicultural education, teacher education programs must deal with preservice students' attitudes toward such issues while attempting to search out institutionalized inequities that may be contributing to them.

Many people believe that men and woman are treated equally but as Gollnick and Chinn (2004) stated “Society continues to hold deep rooted assumptions, about how men and women, should think, look, and behave.” p.136 These assumptions lead to gender discrimination that is not only practiced by individuals but also has been institutionalized in policies.

Students responded to the following survey items.

Personal Beliefs About Diversity Scale Items

- Item 10. Many women in our society continue to live in poverty because males still dominate most of the major social systems in America.
- Item 11. Since men are frequently the heads of households, they deserve higher wages than females.
- Item 15. In general, men make better leaders than women.

Professional Beliefs About Diversity Scale Items

- Item 8. The attention girls receive in school is comparable to the attention boys receive.
- Item 12. Males are given more opportunities in math and science than females.
- Item 19. More women are needed in administrative positions in schools.

Table 6-3 represents the pre-post survey relationship within the context of gender.

The results from the analysis indicate that there are significant differences between items related to gender issues on Pre and Post *Personal and Professional Beliefs About Diversity Scales*, in *Personal Belief About Diversity Scale*, $t (df= 273) = -1.987, p < .05$, in *Professional Beliefs About Diversity Scale*, $t (df= 273) = -3.268, p < .05$. The mean values indicate that the Posttest item groups have significantly higher scores (M (Post-*Personal Beliefs About Diversity Scale*) = 3.8187, M (Post-*Professional Beliefs About Diversity Scale*) = 3.4392) than Pretest item groups (M (Pre-*Personal Belief About Diversity Scale*) = 3.7555, M (Pre-*Professional Beliefs About Diversity Scale*) = 3.3114).

Paired t tests on the six gender related scale items indicated significant differences between means on pretest and posttest on item 10 ($t (df= 273) = -5.973, p < .05$), and item 15 ($t (df = 273) = 2.981, p < .05$) of *Personal Beliefs About Diversity Scale*, and item 12 (t

($df= 273$) = -3.484, $p < .05$) and item 19 (t ($df= 273$) = -2.213) of *Professional Beliefs About Diversity Scale* (Table 6-12, Table 6-22).

Students' responses reflect the different view of gender roles in historical context rather than inequalities and struggles we face today in our societies. And also many of them refer their readings as source of curricular ideas for classroom use.

One student identified the traditional gender roles after reading *The Truth About Sparrows* by Hale Marian, "Mothers and daughters cook while boys do the more dirty work like hunting, fishing, or building furniture." Another student drew an exotic image after reading *Daughter of Venice* by Donna Jo Napoli, a historical fiction novel:

Her free spirit and bravery are what drew me to her. Being half Italian, I feel like I could connect with her love her country and wanting to explore and learn all about it. I traveled to Italy three years ago and visited the city of Venice. As I read the book, I could picture the gondola rides that I took and walking along the small narrow streets of the beautiful city. The book definitely reaches out to young woman and it amazes me how in those times women's futures were planned out for them and they were discouraged from getting an education.

Another student explains her personal connection with the *Daughter of Venice* and identifies the gender roles within story:

...Donata is a headstrong girl that fought for what she wanted and I was able to connect to her from my own experiences. I also had a special connection to the book because I, myself, am Italian. I know how authoritative Italian men can be and how Italian women are supposed to be submissive. Reading a story about a girl, who was able to overcome those stereotypes in a more strict time, even if it was fictional, gives women hope.

Two of the students stated *Daughter of Venice* would be a good source for a social studies unit. One wrote that:

...The book *Daughter of Venice* would be a good book to use for social studies because it focuses on the history of Venice by explaining each of the laws and dates. This book provides historical facts, such as the decree in 1516 that ordered all of the Jews of Venice to move the Ghetto.

And another student suggested using for a history lesson,

...I think that this book would be a good tool to use for middle school history lessons on Italy in the 16th century or just a lesson on people's attitudes during that time period. The book is full of historical facts that can be incorporated into a history or civics lesson. Although in middle school students are taught about American government, it is never a bad idea to look at governments that may have been the foundation of our own government.

To describe the Italian culture with strong female characters, one student compared one novel and three picture books using Chick's (2002) article on gender stereotypes through literature. She stated:

Even though these stories do not touch on major issues, they can be a great tool for observing the characters' roles and responsibilities and pointing out the use of a female character rather than a male. Children can think about how the story would change if a male was the main character or what they liked about the female character.

Chick (2002) describes eight important guidelines for selecting books with strong female characters. The guideline includes:

Selecting high quality books, presenting characters who are positive role models, reading book of different genres, showing past and present authentic historical characters, avoiding stereotypes, displaying females who have a range of admirable emotions and traits and, females breaking career choice barriers, and depicting woman who meet their goals and dreams.

Some of the students see the gender inequalities in other cultures not in their own.

One of the students reported after writing a paper on "Chinese Gender Roles" that:

It is important for students to learn such issues as the difference in treatment due to gender in other countries. They need to realize first how lucky they are to live where being a certain gender is not detrimental...

Santrock (1997) states that many social behaviors are determined very early by culture about gender. These early behaviors and interests affect people's adult relationship and career choices. Brown and Kysilka (2002) explain that these traditional

societal attitudes discourage men from choosing teaching careers because teaching and caring for young children is seen as woman's work to explain one reason that our most teachers are woman. The gender related influences are directly related to classroom and school interactions. Brown and Kysilka (2002) explain how school and classroom interactions reflect gender issues with an example, "'Girls line up here; boys line up there'" is a common command in elementary classrooms. Sorting students out by gender seems to be a benign behavior, but it emphasizes differences much in the same way as sorting students by race or religion would do" (62). Therefore learning and using children's books about gender roles can help preservice teachers understand the importance of gender issues and their influences on their teaching. Providing books with positive female role models would be one way to break down stereotypical impressions.

Students' interview responses to gender related questions were addressed by mentioning the instructor's read-alouds, specific examples from class activities as well as unawareness of the issue. One student's comments on the instructor's read alouds in relation to gender issue was "She read us "Fishing Day" that showed different gender roles, female were the better of also social class too... African American mother and daughter from middle class and the other father and son from lower class, this is not what you usually assume, and when you see it you think first the African Americans are from lower class." Another student mentioned the class activities that "I don't think we specifically focused on gender or gender roles, but when she saw a young girl she pointed as good character for gender roles."

Social Class

Income, education, occupation, wealth, and power in society are used as criteria on the survey to describe individuals and families socioeconomic status. McLaren (1989)

defined social class as "the economic, social, and political relationships that govern life in a given social order" (p. 171). In educational context, many scholars pointed out the links between teachers' expectations of students from various social classes and students' academic outcomes. For example Anyon (1980) found that:

Differing curricular, pedagogical and pupil evaluation practices emphasize different cognitive and behavioral skills in each social setting and thus contribute to the development in the children of certain potential relationships to physical and symbolic capital, to authority, and to the process of work. School experience... differed qualitatively by social class. These differences may not only contribute to the development in the children in each social class of certain types of economically significant relationships and not others, but would thereby help to reproduce this system of relations in society. In the contribution to the reproduction of unequal social relations lies a theoretical meaning and social consequence of classroom practice (p. 225):

Later Banks and Banks (1993) wrote:

...social class backgrounds affect where students go to school and what happens to them once they are there. As a result, lower-class students are less likely to be exposed to less valued curricula, are taught less of whatever curricula they do study and are expected to do less work in the classroom and outside of it. Hence, they learn less and are less well prepared for the next level of education (p. 82).

It is clear that knowledge, power, and social class are linked and that the best predictor of one's socioeconomic status is governed by the education once receives. As Gollnick and Chinn (1994) stated, "The resources a person starts with, the opportunities open to that person, the circumstances in which the person lives, and the way others react to that person all depend to a significant extent on the groups of which that person is a member"(p. 179).

Survey items test the students' awareness of the socioeconomic structure of our society as well as inequalities among classes. These are the survey items related to social class,

Personal Beliefs About Diversity Scale Items

- Item 6. The reason people live in poverty is that they lack motivation to get themselves out of poverty.

Professional Beliefs About Diversity Scale Items

- Item 2. The traditional classroom has been set up to support the middleclass lifestyle.
- Item 17. Teachers often expect less from students from the lower socioeconomic class.
- Item 22. Students from lower socioeconomic backgrounds typically have fewer educational opportunities than their middle-class peers.

Table 6-4 represents the pre-post survey relationship within the context of social class. The results from the analysis indicate that there are significant differences between items related to social class issues on Pre and Post *Personal and Professional Beliefs About Diversity Scales*, in *Personal Belief About Diversity Scale*, $t(df=273) = -5.276, p < .05$, in *Professional Beliefs About Diversity Scale*, $t(df=273) = -6.687, p < .05$. The mean values indicate that the Posttest item groups have significantly higher scores (M (Post-*Personal Beliefs About Diversity Scale*) = 3.9599, M (Post-*Professional Beliefs About Diversity Scale*) = 3.8783) than Pretest item groups (M (Pre-*Personal Belief About Diversity Scale*) = 3.6496, M (Pre-*Professional Beliefs About Diversity Scale*) = 3.6010).

Paired t tests on the four social class related scale items indicated significant differences between means on pretest and posttest on item 6 ($t(df=273) = -5.276, p < .05$) of *Personal Beliefs About Diversity Scale*, and item 2 ($t(df=273) = -8.601, p < .05$) and item 22 ($t(df=273) = -4.523$) of *Professional Beliefs About Diversity Scale* (Table 6-12, Table 6-22).

Reading books about the Great Depression, novels and picture books that feature families of different socioeconomic status, and daycare visits provided students with opportunities to learn about different levels of existing social class inequities in our

society and perhaps to lead students to think contemplate their beliefs and attitudes with regard to people from different social classes from their own.

One student response was after a daycare visit:

The Booktalk project allowed me to come in contact with children of a different culture than my own. Through the experience with these children, I learned that there are ways to reach underprivileged and low-income cultures and groups of people. Although these children are from a lower class than I am from, they should still be given the opportunity to learn and to read and succeed in other areas of their lives. I also learned that because of the environments that many of these children are raised in, it is important to give them the time and attention they deserve and may be lacking in their daily lives. I made sure to spend equal amounts of time with each child during each of my visits...I learned about cultures different than my own, as well as how to teach children of those cultures.

Another student wrote after reading *Empire State Building: When New York*

Reached for the Skies by Elizabeth Mann, about the Great Depression:

What would happen, however, if we looked at the building's construction from the perspective of those New Yorkers not directly involved with the erection of the building? The Empire State Building was being built during the Great Depression. There were many people who were suffering financially and in need of jobs to support their family. Perhaps these people felt that the large sum of money needed for this project should have been donated to a better cause. They might have seen those people associated with the Empire State Building as self-absorbed and only concerned with flaunting their financial status and power.... Therefore, it is apparent that when viewing from an alternative perspective, there were people that may not have been as excited and impressed by the idea of the Empire State Building's construction as the author seems to support.

A few students suggested that social and economic inequities were part of history but are not an issue in today's world. One student wrote:

...Daughter of Venice is about the isolation of the rich. Throughout the book, we were able to see what this isolation can do. In today's society, this isolation no longer takes place. Everyone is free to be who they are even if they are even if they live in poverty or wealth.

This student is obviously unaware of the huge class differences in the United States today and the plight of 35% of our population that lives below the poverty line. Perhaps the students think that people choose to be poor? Scholars use the term "underclass" to

describe the group of people who suffer the most from lack of enough income or other economic sources. Unfortunately, this group is blamed for their own condition. And historically some of the ethnic groups have had great impact on their socioeconomic status. One student described her grandfather experiences in her report on homelessness:

As a twelve year old boy my grandfather faced the streets of New York as a homeless person; he had not brought this upon himself, its was not his fault, he was not a useless, drugged up, drunk, mentally ill, bum, who was too lazy to work as is stereotypically thought. As people grow up they start to develop the prejudice viewpoint that it's the homeless man's fault for being homeless and that it would never happen to them because they aren't lazy like the homeless. People need to realize that the homeless are just like us and that we don't know what their unfortunate circumstances were that led them to the streets, they are just another person like you and I and that's alright. This is the same of my grandfather's case, it wasn't his fault, and he didn't deserve that life but he was dealt it and over time he rose above it and worked his way back into "society" as we know it.

Educational implications of socioeconomic status can be summarized by stating that many schools bring existing social and economic inequities in society into classrooms, rather than providing equal educational opportunities for all. Gollnick and Chinn (2004) describe the teachers expectation and tracking with their relation to these issues:

Too often, a teacher assigns academic expectations to students on the basis of their membership in class, race ethnic, and gender groups. Students not classified as middle class are often viewed as academically inferior. Most of these students are greatly harmed by such expectations. In contrast, students from the upper middle class usually benefit from a teacher's judgments because they are expected to perform in school, are treated more favorably, and perform at a higher level in most cases.

And referring the ability levels they stated:

Disproportionately large numbers of students from lower socioeconomic levels are assigned to low-ability groups beginning very early in their school careers.

Many of the students reported to be in favor to ability grouping when they described their reading identities, perhaps, because they, themselves, were benefited from ability tracking because they were from middle and upper class families.

Social class is an area that only a few students mentioned during interviews. As Gollnick and Chinn (2004) and Sleeter and Grant (1991) pointed out, most teachers have assumed middle-class standards based on their own set of beliefs and values. This perspectives is described as Brown and Kysilka (2002) stated, “Students and families in poverty are too often treated by teachers as willing participants in their situations, as if living that way were a choice rather than a result of complex causes” (p.59).

Students’ responses on social class reflect their specific connections with their literature circle novels, Project Booktalk, and instructor’s read aloud. One student discussed the instructor’s read aloud and the literature circle novels “I think she read and brought many books related to social class. ... Miracle’s Boys was one book that dealt with social class we read as a group.” In relation to their Project Booktalk experience one student stated “Well ... I think I got more about this through Project Booktalk. Because with the provider, we talked about children, their parents, and their working conditions.”

Sexual Orientation

Lesbian, gay, bisexual, and transgender people in our country are currently struggling for their legal rights. In educational settings these struggles turn into low self-esteem and verbal abuse problems that many LGBTQ youth and children of LGBTQ families have to face. The following survey items are related to sexual orientation used in pre and posttest scales:

Personal Beliefs About Diversity Scale Items

- Item 4. Accepting many different ways of life in America will strengthen us as a nation.
- Item 5. It is not a good idea for same-sex couples to raise children.
- Item 12. It is a good idea for people to develop meaningful friendships with others having a different sexual orientation.
- Item 13. Society should not become more accepting of gay/lesbian lifestyles.

Professional Beliefs About Diversity Scale Items

- Item 3. Gays and lesbians should not be allowed to teach in public schools.

Table 6-5 represents the pre-post survey relationship within the sexual orientation context. The results from the analysis indicate that there are significant differences between items related to sexual orientation issues on Pre and Post, *Personal Beliefs About Diversity Scale*, $t (df= 273) = -5.939, p < .05$. The mean values indicate that the Posttest item group have significantly higher scores (M (Post-*Personal Beliefs About Diversity Scale*) = 4.0009) than Pretest item group (M (Pre-*Personal Belief About Diversity Scale*) = 3.8038).

Paired t tests on the five sexual orientation related scale items indicated significant differences between means on pretest and posttest on item 5 ($t (df= 273) = -5.045, p < .05$), item 12 ($t (df=273) = -4.295, p < .05$), and item 13 ($t (df = 273) = -3.311, p < .05$) of *Personal Beliefs About Diversity Scale* (Table 6-12).

In addition to students' self selected readings of books with LGBTQ characters, students were asked to listen three picture books read aloud by the class instructor and to respond them writing. The response form asked; how they felt while listening to this book read aloud, rating of the book (1 to 5), why they rated the book that way, and would they use this book in their future classroom, and why?

Table 6-6 presents the students' ratings and their responses to the question "Would you use this book in your future classroom?" From the table, it is clear that "And Tango Makes Three" got the highest ratings while "King & King" got the lowest ratings from students. "King & King" was the least favorite book and "And Tango Makes Three" was the most favorite book for students' future classroom.

Students' responses to using these books in their future classroom include both positive and negative comments. The concerns reported by students include comments such as:

Not comfortable, parents concerns, it not teachers job present this topic, should discussed and explained at home by parents/ not in school, not teachers' responsibility, tough subject for classrooms, if subject comes would use it but still not comfortable, not for younger children/parents should introduce, for older elementary students, would not use but if one student experiencing would.

One student put a religious reason in his report, "I do not want to be the one to introduce this topic to my students because I don't believe that this way of life is what God intended." On the other side another student made a strong personal connection with the issue, "Well for me, having a gay mom, I wish my teachers would have enlightened my classmates on being gay and what it means. I was always humiliated when this subject came up ... and I wouldn't want any one else to feel that way."

Many students stated they would use these books in their future classrooms, because they:

- are an excellent intro to/all people are equal/all kinds of love are equal,
- are a positive image of a gay household,
- allow children to see different kinds of family and love,
- are an important topic/easy to relate for children,
- show children different kinds of families,

- have a clear and appropriate message,
- could breakdown barriers and change minds in class for some children who have same sex parents,
- teaches tolerance/easy relatable, increase awareness and acceptance

Having animal characters rather than actual people, students gave the book “And Tango Makes Three” more positive feedback such as:

- great portrayal of gay couple,
- teaches that any sex same or not can have family shows the situation from different perspective,
- both informative and entertaining children can learn to accept gay families,
- excellent information while informing the audience,
- talks about a lot of issues, family/love/caring/adoption,
- good introduction,
- not preachy/ good information,
- emotions expand beyond sex, race, species/good intro,
- appropriate introduce for children.

Language

All children bring the school their own forms of language. It is the responsibility of educators to ensure the right of each child to learn with their own language until they are able to speak well enough in English. Survey items reflect the importance of first language as well as importance of being bilingual.

Personal Beliefs About Diversity Scale Items

- Item 14. It is more important for immigrants to learn English than to maintain their first language.

Professional Beliefs About Diversity Scale Items

- Item 6. All students should be encouraged to become fluent in a second language.
- Item 16. Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction.
- Item 23. Students should not be allowed to speak a language other than English while in school.

Table 6-7 represents the pre-post survey relationship within the context of language. The results from the analysis indicate that there are significant differences between items related to language issues on Pre and Post *Personal and Professional Beliefs About Diversity Scales*, in *Personal Belief About Diversity Scale*, $t(df=273) = -2.620, p < .05$, in *Professional Beliefs About Diversity Scale*, $t(df=273) = -2.431, p < .05$. The mean values indicate that the Posttest item groups have significantly higher scores (M (Post-*Personal Beliefs About Diversity Scale*) = 3.0255, M (Post-*Professional Beliefs About Diversity Scale*) = 3.9367) than Pretest item groups (M (Pre-*Personal Belief About Diversity Scale*) = 2.8650, M (Pre-*Professional Beliefs About Diversity Scale*) = 3.8516).

Paired t tests on the four language related scale items indicated significant differences between means on pretest and posttest on item 14 ($t(df=273) = -2.620, p < .05$) of *Personal Beliefs About Diversity Scale*, and item 16 ($t(df=273) = -4.388, p < .05$) of *Professional Beliefs About Diversity Scale* (Table 6-12, Table 6-22).

Language related items in the personal beliefs scale in both surveys are still too low for an educator to worry about. Gollnick and Chinn (2004), after referring The Lau decision of 1974, which ensures non-English-speaking children the right to an appropriate education that meet their linguistic needs, stated:

Even with a legal mandate, appropriate services may not always be delivered because of lack of tolerance or insensitivity to language or dialects that are not considered standard English (p.269).

Teachers need to analyze their own assumptions and attitudes toward language and language usage to see if they hold biases against others who do have accents or do not speak Standard English (Brown & Kysilka, 2002). As Gay (2000) stated controversy surrounding African American Ebonics or Black English as a dialect involves not only a classroom practice issue but also the recognition of and importance of language as a reflection of culture.

Students' interview responses on language related questions were focused on the class discussion about different dialects and their literature circle novels. One student explained how they focused on different dialects and her personal comment was, "We talked about different dialects for example Ebonics. She really made a good point that Ebonics is not a low thing, but about a culture we can't take away from them (African Americans), and also English whose second language should be allowed, create opportunities for them to use their language because their culture is as important as American culture." Another student stated, "We learned about dialect a lot. How important it was. Always when she read books, historical books we checked the glossary use of the words."

Diverse language speakers are often at risk in public schools, and educational groups disagree on the effectiveness of the various bilingual education models (Brown & Kysilka, 2002). Hernandez (1997) pointed out that lack of linguistic abilities leave teachers ill prepared for working with students and parents who have diverse language experiences. Therefore teachers need to have knowledge of the homes and communities of the English language learners so they can interact with both students and their parents in a culturally sensitive way (Hernandez, 1997). Reading translated books from other

cultures provided students to discuss language issues in more detail in children's literature class.

One student referred to the literature circle novel as starting point of her comments "I was exposed to handful of literature dealing with language mostly Spanish. I read "Any Small Goodness." It was also part of the flavor of language, because when you read a book about different culture, even translated in English, it is really important to keep the flavor of language. I read many books that they cut this part. The way you talk affects the way you think. That is the cultural part of it. Therefore you need the text, even translated, you need too, flavor of language. Rough translation may not be useful. *Any Small Goodness* includes a glossary at the back that was really important. Implicitly if you are not valuing others, you are saying that their language is inferior. That could form biases."

Ability

Ability related items are reflecting disability issues (Item 3, Item 8 on *Personal Beliefs About Diversity Scale*, Item 5, and Item 11 on *Professional Beliefs About Diversity Scale*) and ability tracking (Item 9, Item 13 on *Professional Beliefs About Diversity Scale*). In a previous section on socioeconomic status, ability tracking was addressed; indicating students' favor ability tracking to their reader identity papers in relation to their socioeconomic status. Many scholars critique the overrepresentation of student of color and other disadvantaged groups in special education classes. Tracking can be described "the sorting of students into separate classes based on perceived differences in ability levels" (Mthethwa-Sommers & Prettyman, 1999) and it "is a long-held tradition in American public schools, and studies of this practice represent one of the oldest and most enduring forms of educational research in this country" (Mthethwa-

Sommers & Prettyman, 1999). And they argued that tracking frequently mechanism to arrange low-income, minority students into a program that prepares them for low-paying, untrained jobs and wealthier, mostly white students into a program that prepares them for high-paying, dominant careers.

It is clear that students rated very high on both of the disability related items on the *Personal Beliefs About Diversity Scale*, but the ratings were dropped on *Professional Beliefs About Diversity Scale* because of two items on ability tracking.

These are the student pre and posttest responses to survey items related to disability and ability tracking issues.

Personal Beliefs About Diversity Scale Items

- Item 3. Making all public facilities accessible to the disabled is simply too costly.
- Item 8. People with physical limitations are less effective as leaders than people without physical limitations

Professional Beliefs About Diversity Scale Items

- Item 5. Money spent to educate the severely disabled would be better spent on programs for gifted students.
- Item 9. Tests, particularly standardized tests, have frequently been used as a basis for segregating students.
- Item 11. Students with physical limitations should be placed in the regular classroom whenever possible.
- Item 13. Generally, teachers should group students by ability levels.

Table 6-8 represents the pre-post survey relationship within the context of ability issues. The results from the analysis indicate that there are significant differences between items related to gender issues on Pre and Post *Personal and Professional Beliefs About Diversity Scales*, in *Personal Belief About Diversity Scale*, $t(df=273) = 2.018, p < .05$, in *Professional Beliefs About Diversity Scale*, $t(df=273) = -6.605, p < .05$. The

mean values indicate that the Pretest item group on *Personal Beliefs About Diversity Scale* have significantly higher scores (M (Pre-*Personal Beliefs About Diversity Scale*) = 4.4872) than Posttest item group (M (Post-*Personal Belief About Diversity Scale*) = 4.4106) and Posttest item group on *Professional Beliefs About Diversity Scale* have significantly higher scores (M (Post-*Professional Beliefs About Diversity Scale*) = 3.9745) than Pretest item group (M (Pre-*Professional Belief About Diversity Scale*) = 3.7692).

Paired t tests on the six ability and ability tracking related scale items indicated significant differences between means on pretest and posttest on item 5 (t (df= 273) = -2.923), item 9 (t (df= 273) = -4.676), and item 11 (t (df= 273) = -5.338) of *Professional Beliefs About Diversity Scale* (Table 6-22).

Students' responses in relation to disability issues can be found in any of their papers if the readings included a disabled character. Their comments reflect either educational implications or personal connections to disabilities. After reading *The Truth About Sparrow* one student stated:

It is an excellent resource to use when discussing a chapter about the Great Depression in American history, or economics. It is also a great introduction to a discussion about disabilities. Sadie's father lives his life without the use of his legs. When Sadie and her family move to Texas, her father is judged and sometimes looked down upon for being "different" or disabled. This is a very sensitive issue, and this novel may help younger children explore the topic of physical and social differences within our society. This can help build a greater understanding of tolerance and acceptance among students, and give hope to those students who may suffer from various disabilities of their own.

Immigration

The political debate to close the south border for Mexican immigrants was an issue when students completed their surveys. But the survey item on immigration had no significant statistical result, and had a low reliability score. It might be the result of the

item itself as validity problem or that only one item did not adequately present the issue.

The item on the survey requires an historical understanding about the issue.

Personal Beliefs About Diversity Scale Items

- Item 2. America's immigrant and refugee policy has led to the deterioration of America.

Table 6-9 represents the pre-post survey relationship within the context of issue of immigration. The results from the analysis indicate that there is no significant difference between item related to immigration issue on Pre and Post *Personal Beliefs About Diversity Scale*.

Students' responses on the immigration issue came from their self-selected projects. For example one student wrote about Irish immigration after reading books on the issue:

America is often referred to as "the Land of the Free" by people who were born and raised here, but this viewpoint is not necessarily shared by those on the outside ... Although Irish-American culture is now accepted, if not celebrated, as part of the great American melting pot, it was not always so. In fact, historically speaking, the Irish in America have endured their fair share of hardships; especially discrimination.

Another student wrote after reading about Italian immigration, first referring to immigrants who sought to make money and then return their homeland, and in a second paper referring to immigrants who longed for a new life:

Each of the four analyzed books brings up varying social injustice issues, as well as portrayals of immigration. When read separately, immigration seems overtly positive or negative, but when read as a grouping, these books bring immigration to life. These books clearly identified factors of life, survival and morality, which all people believe, including immigrants. Immigration is freedom and struggle, poverty and success. As opposed to how inspectors viewed immigrants, immigrants are not a number, but rather hearts filled with hope and love.

Religion

Items on religion reflect the educational implications of the issue rather than personal beliefs. As an educators as many scholars point, we should realize that religious groups are sometimes very active in educational world while sometimes they play a hidden role behind the many educational issues. They can influence the election of school board members as well as curriculum and books used in schools (Gollnick & Chinn, 2004).

These are two survey items related to religion issues that students responded to on pre and posttests.

Professional Beliefs About Diversity Scale Items

- Item 4. Students and teachers would benefit from having a basic understanding of different (diverse) religions.
- Item 24. It is important to consider religious diversity in setting public school policy.

Table 6-10 represents the pre-post survey relationship within the context of religion. The results from the analysis indicate that there is no significant difference between items related to religion issues on Pre and Post *Professional Beliefs About Diversity Scale*.

Student responses came when they chose to read a book that presents religious characters or issues. For example after reading *What You Will See Inside a Mosque* by Khan (2003) a nonfiction book, one student stated:

...It is refreshing to read that she is not using this book as an outlet to push her religion; instead, she is attempting to clear possible misconceptions. She attempts to present Muslims as people just like you and I (**me**) but who have a different way of showing their faith and beliefs. Most of what the common American knows about the Muslims is that they were somehow involved in the destruction of the Twin Towers. Khan is trying to put those stereotypes to rest.

As Gollnick and Chinn (2004) stated many of the values and beliefs implied in U.S schools reflect the influence of dominant Christian group. As a reflection of the Christian dominance today most teachers and preservice teachers are Christian. The teachers in the schools and preservice teachers in educational programs generally know little about other faiths and special holidays (Brown & Kysilka, 2002). Even though Eck (2001) stated that the United States is the “most religiously diverse nation on earth” (p.4),

The students interview responses on religion-related questions reflect the their lack of knowledge about other faiths and religious holidays. Students did not mention about their readings that touched on the issue of religion, but they talked about one week when the instructor canceled the class because of multiple religious holiday happening in the same week. One student’s support for this cancellation and her further evaluation of the issue was “I know one week she canceled the class because of religious holidays. Actually it was neat. It shows real world applicability, openness. All through my public schools that’s never been an issue. That shows she really encourages multiculturalism, and is really willing to celebrate a non-Christian holiday. By at large in a mostly Christian community in US, that makes pretty good impression.” Similarly another student stated, “She canceled one week because of Jewish Holiday and another, Ramadan, and one Jewish student explained to us about the holiday.”

It is noteworthy for preservice teachers to realize curricula and activities especially in primary grades reflect the Christian celebrations such as Christmas and Easter.

Multicultural & Monocultural Education

Items on multicultural education lie behind the fundamental beliefs and assumptions that many scholars pointed in the field of multicultural education. Gollnick

and Chinn (2004) list some of them in their “Multicultural Education in a Pluralistic Society”:

Cultural differences have strength and value.

Schools should be models for the expression of human rights respect for cultural differences.

Social justice and equality for all people should be of paramount importance in the design and delivery of curricula.

Attitudes and values necessary for the continuation of a democratic society can be promoted in schools.

Schooling can provide the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups.

Educators working with families and communities can create an environment that is supportive of multiculturalism.

These are the survey items related to multicultural & monocultural education issues that students responded them on pre and posttests.

Professional Beliefs About Diversity Scale Items

- Item 1. Teachers should not be expected to adjust their preferred mode of instruction to accommodate the needs of all students.
- Item 15. Historically, education has been monocultural, reflecting only one reality and has been biased toward the dominant (European) group.
- Item 18. Multicultural education is most beneficial for students of color.
- Item 25. Multicultural education is less important than reading, writing, arithmetic, and computer literacy

Table 6-11 represents the pre-post survey relationship within the context of monocultural & multicultural education. The results from the analysis indicate that there is no significant difference between items related to multicultural & monocultural education on Pre and Post *Professional Beliefs About Diversity Scales*.

Paired t tests on the four multicultural & monocultural related scale items indicated significant differences between means on pretest and posttest on item 15 ($t(df=273) = -2.936$), item 18 ($t(df=273) = 2.188$), and item 25 ($t(df=273) = -3.022$) of *Professional Beliefs About Diversity Scale* (Table 6-22).

Students' responses' show a wide range of beliefs on the issue of multicultural & monocultural education, from eye opening experiences to lack of understanding the fundamentals of multicultural education. After reading, *Facing the Lion* by Joseph Lemasolai-Lekuton (2003) a student stated:

This multicultural book opened my eyes up to a new world. I never knew what a nomadic Maasai tribesman life was like until I read this story. Joseph Lemasolai Lekuton's story is especially unique because he grew up living as a tribesman and also received an education at schools in Kenya. He lived his life in two different cultures and had to adapt to the practices of each society.

Another student responded with an emotional way after reading same book:

This book has greatly changed my perspective on multicultural education and opened my eyes to the Maasai culture. ...I understand the kind of struggles students of different cultures face and how the United States can be a very intimidating place if a person was not raised with its worldview in their past....I am interested in contacting the Nomadic Kenyan Children's Educational Fund (NKCEF) and the Maasai Environmental Resource Coalition (MERC) that Lemasolai mentioned on the last page of his autobiography. I truly have enhanced empathy and compassion for people of minority cultures. I understand that they need all the help they can get and that I am in a position to do something about it.

Many students wrote about how they learned the importance of integrating cultural elements into the curriculum, two students responses were as follow:

...I learned the importance of using children's literature as a way to connect to minority students. If you are a white, female teacher, African American, Asian, and Native American students may feel that you do not understand them or will never relate to them. Choosing books to read aloud in class that showcase these different cultures is an indirect way of letting these students know that you care about culture and want to learn more about them.

I connected to the powerful themes of family relationships and identity in this book. Like Maya, my own personal identity is greatly influenced by my family.

Much of who I am today is a direct result of my family and my relationships to them. I would incorporate this book into my classroom to help my students explore what has influenced and shaped their personal identities. Students could map out the people, places, and experiences that have molded and affected them. Many children are not aware of their family's histories and this book can help spark a discussion of heritage. Children could investigate where their ancestors immigrated from and research the culture, traditions and environment of those countries. Students would be learning about a foreign country in a way that is relevant and interesting to them.

From a Project Booktalk experience a student wrote:

Kayla is an African American. When I brought in books which had African American people in them, Kayla reacted differently than to the other books. I could see in her face how interested she was. She connected with these books. When I was reading Kayla "Rock a-bye Bay", Kayla completely calmed down. She stopped wiggling in my lap and was completely listening to the book. Seeing how Kayla reacted to these books reinforced in my mind how important it is to have a multicultural classroom library. Kayla had me read "Rock a-bye Baby" four times that day. That was definitely her favorite book of the day because she could relate to the people in the story.

Even with many positive responses to books with multicultural themes, a few students' responses reflect different views. One student stated after reading a nonfiction book *The Fight for Peace* by Gottfried (2006):

If I ever chose to use this book in my classroom (which I do not believe I would do), I would use the alternative perspectives approach to help my students understand which voices were silenced in the retelling of the author's history. Although much of the focus is on anti-war movements, I believe that more information should have been given about the wars and why they began and who we were trying to help. Many great historical figures, as well as our presidents, are made out to be inconsiderate buffoons by the author. I don't believe that this is an entirely fair interpretation of history.

This book has yet to win any awards, due to its publication date. I do not feel that this book is worthy of any award, unless it is to the author for at least approaching the idea of peace movements to children. I do not believe, however, that he should be awarded for this book or the information that is presented within the pages.

I do believe this book may help students to realize that even if they feel they are a minority, there are people somewhere that believe just as strongly, and they may still find support from others. I would use some of the ideas of peace and acceptance in my curriculum, but I would not use this book in my classroom for my students to read.

Many students related to their reading to specific curricular themes and events rather than bringing the multicultural issues to their classrooms. These ideas include food festivals, adding themes if they have students from other cultural groups in their classrooms, as well as focusing on issues during specific time of the year:

A teacher can use this book (Naming Maya) in many different ways. One thing a teacher can do is that after reading the book, the class can have a culture day. Students can bring in food that is made in India and they can bring in the clothes that were talked about in the book.

This book (A Single Shard) is a great for a classroom because it is an excellent source of multicultural literature. It is great from children not of Korean descent because they can learn about another culture as I did. It is also great for children of Korean or Asia descent because it shows them and others how great their culture really is.

This book (Let It Shine, Stories of Black Women Freedom Fighters) is an excellent book to use during Black History Month.

If I were studying the Civil Right movement with my students, I would use this book (*Mississippi Trail, 1955*) to open their eyes.

After searching preservice teachers' perceived barriers to the implementation of a multicultural curriculum, Van Hook (2002) identified following issues, many of which can be found in our students' responses: Difficulty Discussing Sensitive Topics (including Religion in the Classroom and Creating Controversy); Policies and Practices Detrimental to Diversity (including Geography and Federal, State, and School Regulations); Difficulty Implementing Diversity Curriculum (including Developing Curriculum and Teaching Strategies, Time Constraints, and Financial Constraints); and Inability to Recognize and Accept Diversity (including Society, Teachers, Parents, and Children).

The course focus on multicultural literature can be found in students' interview responses as part of their curricular comments on the class content. For example one

student stated, “I definitely learned the importance of multicultural books, even we are almost all white, we can learn about different cultures. In our classrooms everybody should read them. This class taught me we should learn about other cultures, open our eyes, also showed me range of books about different cultures, not only a focus on white characters” Another student stated, “We learned how to integrate multicultural books into the curriculum. Not only the European views, but from many different perspectives. We have to include other people and other cultures, and they need to be successful inside and outside of the schools. We need to understand them.”

The students interview responses include mixed results to read alouds. Even though many students stated that they enjoyed the read alouds by the instructor, their responses became different when they started to talk about the books on sexual orientation. One student response on the read alouds was, “I especially like the discussion part after read aloud. I like the choices a lot. “Bat Boy and His Violin” was a very good book to make connection with students. After that class I saw many checked out that book to share with students for Bright Futures.” Another student’s comment on books about sexual orientation was similar to students’ written responses to these books, “Very touchy subject. They were different books. Wasn’t like that we read book before. For example, I read a book about a homosexual family adopting a puppy. But the focus was on adopting a puppy. These books directly expose the subject. All books like that way, for example we read books about African Americans. Before I read many books which include African American characters, but these books in this class more focused on subjects.”

Personal Beliefs About Diversity Scale

Pohan (1995) stated the importance of preservice teachers’ and classroom teachers’ sets of entry beliefs based on their prior knowledge and experiences when they go into

schools of education and into the classrooms. She explained that she came up the idea to develop *Personal Beliefs About Diversity Scale* because she noticed that individual beliefs often determine what teachers actually do in classrooms. Based on the multicultural and social reconstructionist perspective, the *Personal Beliefs About Diversity Scale* items reflect a wide range of multicultural content. When Pohan (1995) started to develop pilot studies for *Personal Beliefs About Diversity Scale*, she reviewed the literature to decide the key areas and create an item pool. She started with 22 items and finalized the scale with 15 items that I used for this study. When I analyzed the initial development of the *Personal Beliefs About Diversity Scale*, except for one item, the rest of the content remained same when she finalized it. She eliminated the item related to religion, yet I found that that religion had an huge impact on my study when I looked at the demographic profile of students as well as its influences on students beliefs in both *Personal and Professional Beliefs About Diversity Scales*' items. Moreover rather than religious affiliation, religious denomination was the area that made differences between denominations on most of the items on both scales. Table 6-12 represents the paired t-tests comparison of Pre and Post *Personal Beliefs About Diversity Scale* items which cover the following key areas of personal beliefs; race/ethnicity, gender, social class, sexual orientation, language, ability & ability tracking and immigration.

Paired t tests on each of the fifteen *Personal Beliefs About Diversity Scale* items indicated significant differences between means on pretest and posttest on items 1, 5, 6, 7, 10, 12, 13, 14, and 15 (Table 6-12).

Table 6-13 represents the students' ratings on the first item of the pre and post *Personal Beliefs About Diversity Scale*. On item 1, (There is nothing wrong with people

from different racial backgrounds having/raising children), in general participants' responses stayed on strongly agree, moving toward the upper side of the strongly agree spectrum. On the pretest participants ranked the following percentages: strongly disagree – 2 (.7%), disagree – 2 (.7%), undecided – 14 (5.1%), agree – 75 (27.4%), strongly agree – 181 (66.1%). The posttest ranked as follow: strongly disagree – 1 (.4%), disagree – 3 (1.1%), undecided – 9 (3.3%), agree – 48 (17.5%), strongly agree – 213 (77.7%).

Table 6-14 represents the students' ratings on the fifth item of pre and post *Personal Beliefs About Diversity Scale*. On item 5, (Reversed Item-It is not a good idea for same-sex couples to raise children) participants' responses moved toward the disagree statement from middle of the undecided and disagree statement. At the beginning of the semesters on the pretest, 71 (25.9%) - strongly disagreed, 65 (23.7%) – disagreed, – 78 (28.5%) undecided, – 30 (10.9%) agreed, and 30 (10.9%), strongly agreed. On the posttest, 94 (34.3%) - strongly disagreed, 75 (27.4%) – disagreed, – 60 (21.9%) undecided, – 28 (10.2%) agreed, and 17 (6.2%), strongly agreed.

Table 6-15 represents the students' ratings on the sixth item of pre and post *Personal Beliefs About Diversity Scale*. On item 6, (Reversed item-The reason people live in poverty is that they lack motivation to get themselves out of poverty) participants' responses again, moved toward the disagree statement from middle of the undecided and disagree statement. On the pretest the percentages were: strongly disagree – 46 (16.8%), disagree – 127 (46.4%), undecided – 64 (23.4%), agree – 33 (12%), strongly agree – 4(1.5%). On the posttest, the following results were found: strongly disagree – 83 (30.3%), disagree – 123 (44.9%), undecided – 45 (16.4%), agree –20 (7.3%), strongly agree – 3 (1.1%).

Table 6-16 represents the students' ratings on the seventh item of pre and post *Personal Beliefs About Diversity Scale*. On item 7, (People should develop meaningful friendships with others from different racial/ethnic groups) participants' responses moved from middle of the agree-strongly agree statement to a higher spectrum of strongly agree statement. On the pretest participants ranked the following percentages: strongly disagree – 1 (.4%), disagree – 4 (1.5%), undecided – 14 (5.1%), agree – 125 (45.6%), strongly agree – 130(47.4%). The posttest, ranked as follow: undecided – 5 (1.8%), agree –92 (33.6%), strongly agree – 177 (64.6%).

Table 6-17 represents the students' ratings on the tenth item of pre and post *Personal Beliefs About Diversity Scale*. On item 10, (Many women in our society continue to live in poverty because males still dominate most of the major social systems in America) participants' responses moved from middle of the disagree-undecided statement to the undecided statement. The pretest presented the following: strongly disagree – 39 (14.2%), disagree – 147 (53.6%), undecided – 51 (18.6%), agree – 34 (12.4%), strongly agree – 3(1.1%). The findings of the posttest were: strongly disagree – 22 (8%), disagree – 104 (38%), undecided – 87 (31.8%), agree –56 (20.4%), strongly agree – 5 (1.8%).

Table 6-18 represents the students' ratings on the twelfth item of pre and post *Personal Beliefs About Diversity Scale*. On item 12, (It is a good idea for people to develop meaningful friendships with others having a different sexual orientation) participants' responses become more close to the agree statement. The participants responded the following way: strongly disagree – 3 (1.1%), disagree – 26 (9.5%), undecided – 67 (24.5%), agree – 130 (47.4%), strongly agree – 48(17.5%). On the

posttest they responded the following percentages: strongly disagree – 3 (1.1%), disagree – 15 (5.5%), undecided – 54 (19.7%), agree – 131 (47.8%), strongly agree – 71 (25.9%).

Table 6-19 represents the students' ratings on the thirteenth item of pre and post *Personal Beliefs About Diversity Scale*. On item 13, (Reversed item- Society should not become more accepting of gay/lesbian lifestyles) participants' responses become more close to the disagree statement. This item gave the following responses on the pretest: strongly disagree – 94 (34.3%), disagree – 87 (31.8%), undecided – 48 (17.5%), agree – 27 (9.9%), strongly agree – 18 (6.6%). The responses on the posttest were: strongly disagree – 119 (43.4%), disagree – 79 (28.8%), undecided – 39 (14.2%), agree – 27 (9.9%), strongly agree – 10 (3.6%).

Table 6-20 represents the students' ratings on the fourteenth item of pre and post *Personal Beliefs About Diversity Scale*. On item 14 (Reversed item-. It is more important for immigrants to learn English than to maintain their first language) participants responses moved over to the undecided line from under the undecided line. The findings on the pretest were: strongly disagree – 13 (4.7%), disagree – 78 (28.5%), undecided – 63 (23%), agree – 99 (36.1%), strongly agree – 21(7.7%). The responses on the posttest were: strongly disagree – 17 (6.2%), disagree – 80 (29.2%), undecided – 85 (31%), agree – 77 (28.1%), strongly agree – 15 (5.5%).

Table 6-21 represents the students' ratings on the fifteenth item of pre and post *Personal Beliefs About Diversity Scale*. On item 15, (Reversed item-In general, men make better leaders than women) participants responses slightly dropped toward to the disagree statement. The results from the pretest were: strongly disagree – 155 (56.6%), disagree – 82 (29.9%), undecided – 10 (3.6%), agree – 25 (9.1%), strongly agree –

2(.7%). The responses on the posttest were: strongly disagree – 135 (49.3%), disagree – 91 (33.2%), undecided – 20 (7.3%), agree – 20 (8%), strongly agree – 6 (2.2%).

Professional Beliefs About Diversity Scale

Pohan (1995) stated that the *Professional Beliefs About Diversity Scale* was developed to measure participants' beliefs about educational policies and actions as they connected to issues of diversity. She also explained the need for *Professional Beliefs About Diversity Scale*, as a separate from *Personal Beliefs About Diversity Scale*, that many educational policies, which are often determined by beliefs, establish educational outcomes for students. Moreover she stated' "These beliefs differed from personal beliefs (although they may be linked to each other) and needed to be assessed separately" p.46. The five key areas of *Professional Beliefs About Diversity Scale* include; diversity among learners, professional preparation, curriculum and educational assessment, policies and practices, and classroom practices. Table 6-22 represents the paired t-tests comparison of Pre and Post *Professional Beliefs About Diversity Scale* items, which covers the key areas of professional beliefs.

Paired t tests on each of the twenty five items of the *Professional Beliefs About Diversity Scale* indicated significant differences between means on pretest and posttest on items, 2, 5, 9, 10, 11, 12, 15, 16, 18, 19, 20, 22, and 25 (Table 6-22).

Table 6-23 represents the students' ratings on the second item of pre and post *Professional Beliefs About Diversity Scale*. On item 2, (The traditional classroom has been set up to support the middleclass lifestyle) participants' responses moved to the agree statement from middle of undecided and agree statement. The response for this item on the pretest was: strongly disagree – 2(.7%), disagree – 30(10.9%), undecided – 72 (26.3%), agree – 159 (58%), strongly agree – 11(4%). The responses on the posttest

were: strongly disagree – 2 (.7%), disagree – 3 (1.1%), undecided – 34 (12.4%), agree – 193 (70.4%), strongly agree – 42 (15.3%).

Table 6-24 represents the students' ratings on the fifth item of pre and post *Professional Beliefs About Diversity Scale*. On item 5, (Reversed item- Money spent to educate the severely disabled would be better spent on programs for gifted students) participants responses become more close to strongly disagree statement. Participants reported on the pretest the following: strongly disagree – 116 (42.3%), disagree – 128 (46.7%), undecided – 24 (8.8%), agree – 6 (2.2%). The responses on the posttest were: strongly disagree – 133 (48.5%), disagree – 123 (44.9%), undecided – 16 (5.8%), agree – 2 (.7%).

Table 6-25 represents the students' ratings on the ninth item of pre and post *Professional Beliefs About Diversity Scale*. On item 9, (Tests, particularly standardized tests, have frequently been used as a basis for segregating students) participants responses' slightly moved toward to the agree statement. Pretest ratings were: strongly disagree – 8(2.9%), disagree – 50 (18.2%), undecided – 70 (25.5%), agree – 121 (44.2%), strongly agree – 25 (9.1%). Posttest ratings were: strongly disagree – 3 (1.1%), disagree – 29 (10.6%), undecided – 62 (22.6%), agree – 137 (50%), strongly agree – 43 (15.7%).

Table 6-26 represents the students' ratings on the tenth item of pre and post *Professional Beliefs About Diversity Scale*. On item 10, (Reversed item- People of color are adequately represented in most textbooks today) participants' responses moved from undecided to disagree statement. The following are percentages on the pretest: strongly disagree – 35 (7.3%), disagree – 86 (31.4%), undecided – 75 (27.4%), agree – 87 (31.8%), strongly agree – 6(2.2%). The responses on the posttest were following

percentages: strongly disagree – 37 (13.5%), disagree – 152 (55.5%), undecided – 46 (16.8%), agree – 36 (13.1%), strongly agree – 3 (1.1%).

Table 6-27 represents the students' ratings on the eleventh item of pre and post *Professional Beliefs About Diversity Scale*. On item 11, (Students with physical limitations should be placed in the regular classroom whenever possible) participants' responses moved toward to strongly agree statement from agree statement. Findings on the pretest were: strongly disagree – 1(.4%), disagree – 6 (2.2%), undecided – 39 (14.2%), agree – 163 (59.5%), strongly agree – 65 (23.7%). Findings on the posttest were as follow percentages: strongly disagree – 3(1.1), disagree – 3(1.1%), undecided – 16 (5.8%), agree – 131 (47.8%), strongly agree – 121 (44.2%).

Table 6-28 represents the students' ratings on the twelfth item of pre and post *Professional Beliefs About Diversity Scale*. On item 12, (Males are given more opportunities in math and science than females) participants' responses moved from undecided to middle of the undecided and agree statement. Findings on the pretest were: strongly disagree – 14(5.1%), disagree – 80 (29.2%), undecided – 70 (25.5%), agree – 90 (32.8%), strongly agree – 20 (7.3%). Findings on the posttest were as follow percentages: strongly disagree – 8 (2.9%), disagree – 60(21.9%), undecided – 68 (24.8%), agree – 117 (42.7%), strongly agree – 21 (7.7%).

Table 6-29 represents the students' ratings on the fifteenth item of pre and post *Professional Beliefs About Diversity Scale*. On item 15, (Historically, education has been monocultural, reflecting only one reality and has been biased toward the dominant (European) group) participants' responses moved to the agree statement. Participants responded on the pretest as follows: strongly disagree – 3(1.1%), disagree – 19 (6.9%),

undecided – 63 (23%), agree – 144 (52.6%), strongly agree – 45 (16.4%). Their responses on the posttest were as follow: strongly disagree – 4 (1.5%), disagree – 12 (4.4%), undecided – 37 (13.5%), agree – 163 (59.5%), strongly agree – 58 (21.2%).

Table 6-30 represents the students' ratings on the sixteenth item of pre and post *Professional Beliefs About Diversity Scale*. On item 16, (Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction) participants' responses slightly moved toward to the agree statement. The pretest gave the following results: strongly disagree – 4(1.5%), disagree – 34 (12.4%), undecided – 98 (35.8%), agree – 111 (40.5%), strongly agree – 27 (9.9%). Their responses on the posttest were as follow: strongly disagree – 4(1.5%), disagree – 21 (7.7%), undecided – 60 (21.9%), agree – 150 (54.7), strongly agree – 39 (14.2%).

Table 6-31 represents the students' ratings on the eighteenth item of pre and post *Professional Beliefs About Diversity Scale*. On item 18 (Reversed item- Multicultural education is most beneficial for students of color) participants' responses slightly dropped toward to the middle of undecided and disagree statement. The pretest had the following: strongly disagree –51 (18.6%), disagree – 159 (58%), undecided – 40 (14.6%), agree – 21 (7.7%), strongly agree – 3 (1.1%). The posttest had the following: strongly disagree – 73 (26.6%), disagree – 113 (41.2%), undecided – 31 (11.3%), agree – 44 (16.1%), strongly agree – 13 (4.7%).

Table 6-32 represents the students' ratings on the nineteenth item of pre and post *Professional Beliefs About Diversity Scale*. On item 19, (More women are needed in administrative positions in schools) participants' responses slightly moved toward to the

agree statement. The following responses reported on the pretest: strongly disagree – 2 (.7%), disagree – 25 (9.1%), undecided – 87 (31.8%), agree – 117 (42.7%), strongly agree – 43 (15.7%). The posttest had the following: strongly disagree – 7 (2.6%), disagree – 24 (8.8%), undecided – 64 (23.4%), agree – 107 (39.1%), strongly agree – 72 (26.3%).

Table 6-33 represents the students' ratings on the twenty item of pre and post *Professional Beliefs About Diversity Scale*. On item 20, (Large numbers of students of color are improperly placed in special education classes by school personnel) participants' responses moved toward to agree statement from the middle of undecided and agree statement. The results of the pretest were: strongly disagree – 6 (2.2%), disagree – 36 (13.1%), undecided – 134 (48.9%), agree – 74 (27%), strongly agree – 24 (8.8%). The posttest had the following: strongly disagree – 3 (1.1%), disagree – 9 (3.3%), undecided – 48 (17.5%), agree – 148 (54%), strongly agree – 66 (24.1%).

Table 6-34 represents the students' ratings on the twenty-second item of pre and post *Professional Beliefs About Diversity Scale*. On item 22, (Students from lower socioeconomic backgrounds typically have fewer educational opportunities than their middle-class peers) participants responses passed the agree line from a close line under the agree statement. The following is the number of respondents and percentages of responses on the pretest: strongly disagree – 6 (2.2%), disagree – 36 (13.1%), undecided – 25 (9.1%), agree – 169 (61.7%), strongly agree – 38 (13.1%). The posttest had the following: strongly disagree – 3 (1.1%), disagree – 13 (4.7%), undecided – 20 (7.3%), agree – 187 (68.2%), strongly agree – 51 (18.6%).

Table 6-35 represents the students' ratings on the twenty-fifth item of pre and post *Professional Beliefs About Diversity Scale*. On item 25, (Reversed item- Multicultural education is less important than reading, writing, arithmetic, and computer literacy) participants responses become close to the disagree statement. The following is the number of respondents and percentages of responses on the pretest: strongly disagree – 43 (15.7%), disagree – 117 (42.7%), undecided – 67 (24.5%), agree – 42 (15.3%), strongly agree – 5 (1.8%). The posttest had the following: strongly disagree – 48 (17.5%), disagree – 147 (53.6%), undecided – 47 (17.2%), agree – 27 (9.9%), strongly agree – 5 (1.8%).

The Unique Analysis of Changes

Researchers who use surveys in their studies usually focus on overall changes. Their reports include overall positive or negative directions. Using overall statistical analysis data can leave the impression that all students' attitudes changed in the same directions. Therefore I looked at the both positive and negative changes for individual students in each class and their relationship with demographic variables. This sort of analysis has not been done previously and is unique to this study.

I have found that some students reacted more negatively on the post survey than they did on the pre survey, while others changed their beliefs in positive direction, and a few stayed the same.

Table 6-36 shows that 83 (30.3% of participants' scores on the *Personal Beliefs About Diversity Scale* and 78 (28.5%) of participants' scores on the *Professional Beliefs About Diversity Scale* changed in a negative direction. At the same time 169 (61.7%) of participants' scores on the *Personal Beliefs About Diversity Scale* and 184 (67.1%) of participants' scores on the *Professional Beliefs About Diversity Scale* changed in a

positive direction. In addition, 22 (8%) of participants' scores on the *Personal Beliefs About Diversity Scale* and 12 (4.4%) of participants' scores on the *Professional Beliefs About Diversity Scale* remained the same.

Table 6-37 presents the all changes section by section. I focused on three of the sections that have unusual patterns. Section 5 in the *Professional Beliefs About Diversity Scale* and section 7 in the *Personal Beliefs About Diversity Scale* had more negative changes than positive changes in terms of the number of students. Section 12 had very positive changes if we compare them to the other sections. In addition to these sections, unusual patterns can be found on sections 3, 6, 8, and 9 in the *Professional Beliefs About Diversity Scale* and sections 2, 3, 5, 10 in the *Personal Beliefs About Diversity Scale*. I checked on the instructors of these sections and realized that in all cases these instructors taught multiple sections and only these were the sections with unusual results. The rest of their sections had followed similar patterns with the rest of the other sections. In other words, the sections where more students became more negative in their responses were not due to the instructor, but rather to the individual or the cohort. The students remained in the same classes together throughout the semester, causing each cohort to develop a distinct demeanor. This cohort factor could influence diversity beliefs because the discourse across all classes could have been different from that in other sections of the literature classes. The causes of belief changes are difficult to determine, especially when groups of students are taking the same classes, however differences among classes can be due to the instructor, but even more so due to the particular configuration of students within the class.

In the following section-by-section analysis of changes I compared the means of differences using an independent t-test and one-way ANOVA. I found only two significant results that indicated that demographic variables had an impact on professional and personal beliefs scales. Independent t tests on participants' score differences on the *Professional Beliefs About Diversity Scale* indicated significant differences between male and female groups ($t (df= 272) = 2.228$), and some and much groups on cross cultural friendship involvement on the Personal Beliefs About Diversity Scale ($t (df= 272) = 2.094$).

Table 6-38 and Table 6-39 show the crosstabulations of these two demographic variables and directions of participants' score changes. Even the significant differences between male and female groups on the *Professional Beliefs About Diversity Scale*, that found that the female group had more positive change rates, remind us to remember that only 27 of the participants were male out of 274 participants. The crosstabulation of cross-cultural friendship involvement and mean differences on *Personal Beliefs About Diversity Scale* shows that the "some" group gained more positive changes than the "much" group on cross-cultural friendship involvement, and these changes support the comments that the "less experienced with diversity issues" group gained more than the "other" group.

Table 6-1. Beliefs scales item groups

Context	Personal beliefs scale items	Professional beliefs scale items
Race/ethnicity	1,7,9	7, 10, 14,20,21
Gender	10,11,15	8,12, 19
Social class	6	2, 17, 22
Sexual orientation	4,5,12,13	3
Language	14	6, 16, 23
Ability&ability tracking	3,8	5, 9, 11, 13
Immigration	2	-
Religion	-	4, 24
Multicultural/monocultural education		1, 15, 18, 25

Table 6-2. Summary of t-tests, race - paired samples statistics

	Mean	N	Std. deviation	Mean differences	t	df	Sig. (2-tailed)
Race1	4.2713	274	.5181				
Race2	4.3759	274	.5058	-.1046	-3.843	273	.000
Race3	3.9058	274	.4619				
Race4	4.1591	274	.4626	-.2533	-8.372	273	.000

Table 6-3. Summary of t-tests, gender - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Gender1	3.7555	274	.5626				
Gender2	3.8187	274	.5991	-6.33E-02	-1.987	273	.048
Gender3	3.3114	274	.6891				
Gender4	3.4392	274	.6566	-.1277	-3.268	273	.001

Table 6-4. Summary of t-tests, social class - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Soccl	3.6496	274	.9461				
Socc2	3.9599	274	.9269	-.3102	-5.276	273	.000
Socc3	3.6010	274	.6473				
Socc4	3.8783	274	.5126	-.2774	-6.687	273	.000

Table 6-5. Summary of t-tests, sexual orientation - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Sexo1	3.8038	274	.8288				
Sexo2	4.0009	274	.8034	-.1971	-5.939	273	.000
Sexo3	4.2883	274	.8391				
Sexo4	4.3686	274	.8024	-8.03E-02	-1.854	273	.065

Table 6-6. Ratings for the special topic books

Ratings (1-5)	Daddy's roommate	And three	tango makes	King & King
1				2
2	1			16
3	16			8
4	13		9	2
5	1		22	
Would they use this book in their future classroom?				
Yes	12		28	3
No	15		1	25

Table 6-7. Summaries of t-tests, language - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Lang1	2.8650	274	1.0622	Mean			
Lang2	3.0255	274	1.0214	-.1606	-2.620	273	.009
Lang3	3.8516	274	.5382				
Lang4	3.9367	274	.5606	-8.52E-02	-2.431	273	.016

Table 6-8. Summaries of t-tests, ability - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Abil1	4.4872	274	.5369				
Abil2	4.4106	274	.6054	7.664E-02	2.018	273	.045
Abil3	3.7692	274	.4721				
Abil4	3.9745	274	.4787	-.2053	-6.605	273	.000

Table 6-9. Summaries of t-tests, immigration - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Immig1	3.7774	274	.8330				
Immig2	3.8467	274	.8065	-6.93E-02	1.230273	273	.220

Table 6-10. Summaries of t-tests, religion - paired samples statistics

	Mean	N	Std. deviation	Paired differences	t	df	Sig. (2-tailed)
Rel3	4.1077	274	.5823				
Rel4	4.1788	274	.6383	-7.126E-02	-1.770	273	.078

Table 6-11. Summaries of t-tests, multicultural/monocultural education - paired samples statistics

	Mean	N	Std. Deviation	Paired Differences	t	df	Sig. (2-tailed)
Multi3	3.8914	274	.4975				
Multi4	3.9535	274	.5463	-6.20E-02	-1.691	273	.092

Table 6-12. Summary of paired t test for differences – personal beliefs scale items

Pairs	Pretest mean	Std. deviation	Posttest mean	Std. deviation	Paired differences mean	Std. deviation	t	p-value
1	4.5730	.6928	4.7117	.6179	-.1387	.6650	-3.452	.001
2	3.7774	.8330	3.8467	.8065	-6.9343E-02	.9331	-1.230	.220
3	4.5328	.6636	4.4599	.7414	7.299E-02	.8087	1.494	.136
4	4.3066	.7662	4.3650	.7644	-5.8394E-02	.7239	-1.335	.183
5	3.4270	1.2825	3.7336	1.2098	-.3066	1.0059	-5.045	.000
6	3.6496	.9461	3.9599	.9269	-.3102	.9733	-5.276	.000
7	4.3832	.6868	4.6277	.5207	-.2445	.6810	-5.943	.000
8	4.4416	.6995	4.3613	.7443	8.029E-02	.8348	1.592	.113
9	3.8577	.9861	3.7883	.9903	6.934E-02	.9678	1.186	.237
10	2.3248	.9060	2.7007	.9443	-.3759	1.0418	-5.973	.000
11	4.6168	.6195	4.5620	.6779	5.474E-02	.6524	1.389	.166
12	3.7080	.9031	3.9197	.8775	-.2117	.8159	-4.295	.000
13	3.7737	1.2074	3.9854	1.1418	-.2117	1.0582	-3.311	.001
14	2.8650	1.0622	3.0255	1.0214	-.1606	1.0144	-2.620	.009
15	4.3248	.9647	4.1934	1.0249	.1314	.7295	2.981	.003

Table 6-13. Personal beliefs scale pre-post crosstabulation (item 1)

	II1					Total
	1.00	2.00	3.00	4.00	5.00	
I1	1.00	1			1	2
	2.00		1	1		2
	3.00		5	4	5	14
	4.00	2	3	30	40	75
	5.00	1		13	167	181
Total	1	3	9	48	213	274

Table 6-14. Personal beliefs scale pre-post crosstabulation (item 5)

	II5					Total	
	1.00	2.00	3.00	4.00	5.00		
I5	1.00	12	10	2	3	3	30
	2.00	3	10	10	7		30
	3.00		6	33	30	9	78
	4.00	1	1	11	28	24	65
	5.00	1	1	4	7	58	71
Total	17	28	60	75	94	94	274

Table 6-15. Personal beliefs scale pre-post crosstabulation (item 6)

		II6					Total
		1.00	2.00	3.00	4.00	5.00	
I6	1.00	1	2			1	4
	2.00		9	8	10	6	33
	3.00	2	7	20	27	8	64
	4.00		1	14	73	39	127
	5.00		1	3	13	29	46
Total		3	20	45	123	83	274

Table 6-16. Personal beliefs scale pre-post crosstabulation (item 7)

		II7					Total
		1.00	2.00	3.00	4.00	5.00	
I7	1.00					1	1
	2.00			1	1	2	4
	3.00				11	3	14
	4.00			4	62	59	125
	5.00				18	112	130
Total			5	92	177	274	

Table 6-17. Personal beliefs scale pre-post crosstabulation (item 10)

		II10					Total
		1.00	2.00	3.00	4.00	5.00	
I10	1.00	13	14	6	6		39
	2.00	7	70	47	21	2	147
	3.00	1	14	22	14		51
	4.00		6	12	14	2	34
	5.00	1			1	1	3
Total		22	104	87	56	5	274

Table 6-18. Personal beliefs scale pre-post crosstabulation (item 12)

		II12					Total
		1.00	2.00	3.00	4.00	5.00	
I12	1.00	1	1		1		3
	2.00	2	8	7	9		26
	3.00		3	28	32	4	67
	4.00		3	18	72	37	130
	5.00			1	17	30	48
Total		3	15	54	131	71	274

Table 6-19. Personal beliefs scale pre-post crosstabulation (item 13)

		II13					Total
		1.00	2.00	3.00	4.00	5.00	
I13	1.00	7	3	3		5	18
	2.00		9	7	8	3	27
	3.00	1	8	18	15	6	48
	4.00	1	7	10	43	26	87
	5.00	1		1	13	79	94
Total		10	27	39	79	119	274

Table 6-20. Personal beliefs scale pre-post crosstabulation (item 14)

		II14					Total
		1.00	2.00	3.00	4.00	5.00	
I14	1.00	8	10	3			21
	2.00	5	49	26	18	1	99
	3.00		9	32	17	5	63
	4.00	2	8	20	40	8	78
	5.00		1	4	5	3	13
Total		15	77	85	80	17	274

Table 6-21. Personal beliefs scale pre-post crosstabulation (item 15)

		II15					Total
		1.00	2.00	3.00	4.00	5.00	
I15	1.00	2					2
	2.00	3	15	4	3		25
	3.00		3	2	4	1	10
	4.00	1	3	11	42	25	82
	5.00		1	3	42	109	155
Total		6	22	20	91	135	274

Table 6-22. Paired t test for differences – professional beliefs scale items

Pairs	Pretest mean	Std. deviation	Posttest mean	Std. deviation	Paired differences mean	Std. deviation	t	p-value
1	4.3978	.7101	4.4270	.8581	-2.9197E-02	1.0721	-.451	.652
2	3.5365	.7706	3.9854	.6229	-.4489	.8640	-8.601	.000
3	4.2883	.8391	4.3686	.8024	-8.0292E-02	.7167	-1.854	.065
4	4.3467	.6349	4.3869	.6546	-4.0146E-02	.7124	-.933	.352
5	4.2920	.7178	4.4124	.6359	-.1204	.6821	-2.923	.004
6	4.1715	.7485	4.1131	.7643	5.839E-02	.7340	1.317	.189
7	4.5328	.5748	4.5036	.7019	2.920E-02	.6733	.718	.474
8	3.2190	.9471	3.2372	.9523	-1.8248E-02	1.0706	-.282	.778
9	3.3832	.9811	3.6861	.8998	-.3029	1.0722	-4.676	.000
10	3.0985	1.0025	3.6715	.9067	-.5730	1.1242	-8.437	.000
11	4.0401	.7073	4.3285	.7324	-.2883	.8941	-5.338	.000
12	3.0803	1.0557	3.3029	.9905	-.2226	1.0577	-3.484	.001
13	3.3613	.9669	3.4708	.9498	-.1095	1.1747	-1.543	.124
14	4.2628	.6436	4.2336	.6548	2.920E-02	.7978	.606	.545
15	3.7628	.8464	3.9453	.8079	-.1825	1.0287	-2.936	.004
16	3.4489	.8849	3.7263	.8526	-.2774	1.0464	-4.388	.000
17	3.5474	.9490	3.6642	.9398	-.1168	1.2554	-1.540	.125
18	3.8540	.8477	3.6898	1.1652	.1642	1.2427	2.188	.030
19	3.6350	.8802	3.7774	1.0153	-.1423	1.0647	-2.213	.028
20	3.2701	.8771	3.9672	.8045	-.6971	1.0445	-11.047	.000
21	4.3650	.6726	4.4197	.6194	-5.4745E-02	.7660	-1.183	.238
22	3.7190	.9364	3.9854	.7411	-.2664	.9751	-4.523	.000
23	3.9343	.8534	3.9708	.8511	-3.6496E-02	.9715	-.622	.535
24	3.8686	.8103	3.9708	.8597	-.1022	.9705	-1.743	.082
25	3.5511	.9904	3.7518	.9201	-.2007	1.0994	-3.022	.003

Table 6-23. Professional beliefs scale pre-post crosstabulation (item 2)

	III2					Total	
	1.00	2.00	3.00	4.00	5.00		
III2	1.00	1		1	2	2	
	2.00		1	7	21	1	30
	3.00	1	1	11	46	13	72
	4.00		1	15	118	25	159
	5.00				8	3	11
Total		2	3	34	193	42	274

Table 6-24. Professional beliefs scale pre-post crosstabulation (item 5)

	III5					Total		
	1.00	2.00	3.00	4.00	5.00			
III5	2.00		1	1	4		6	
	3.00			7	11	6	24	
	4.00		1	7	82	38	128	
	5.00				1	26	89	116
Total		2	16	123	133		274	

Table 6-25. Professional beliefs scale pre-post crosstabulation (item 9)

		III9					Total
		1.00	2.00	3.00	4.00	5.00	
III9	1.00	1	2	3	1	1	8
	2.00		11	16	21	2	50
	3.00	1	8	20	37	4	70
	4.00	1	6	20	69	25	121
	5.00		2	3	9	11	25
Total		3	29	62	137	43	274

Table 6-26. Professional beliefs scale pre-post crosstabulation (item 10)

		III10					Total
		1.00	2.00	3.00	4.00	5.00	
III10	1.00		1	1	3	1	6
	2.00	1	22	17	42	5	87
	3.00		9	16	42	8	75
	4.00	2	4	11	55	14	86
	5.00			1	16	18	35
Total		3	36	46	152	37	274

Table 6-27. Professional beliefs scale pre-post crosstabulation (item 11)

		III11					Total
		1.00	2.00	3.00	4.00	5.00	
III11	1.00					1	1
	2.00		1	2	3		6
	3.00			7	22	10	39
	4.00	1	2	7	83	70	163
	5.00	2			23	40	65
Total		3	3	16	131	121	274

Table 6-28. Professional beliefs scale pre-post crosstabulation (item 12)

		III12					Total
		1.00	2.00	3.00	4.00	5.00	
III12	1.00	3	7		3	1	14
	2.00	3	31	21	24	1	80
	3.00	2	13	27	26	2	70
	4.00		7	19	56	8	90
	5.00		2	1	8	9	20
Total		8	60	68	117	21	274

Table 6-29. Professional beliefs scale pre-post crosstabulation (item 15)

		III15					Total
		1.00	2.00	3.00	4.00	5.00	
III15	1.00			1	2		3
	2.00	1	2	2	10	4	19
	3.00		4	16	36	7	63
	4.00	2	6	17	92	27	144
	5.00	1		1	23	20	45
Total		4	12	37	163	58	274

Table 6-30. Professional beliefs scale pre-post crosstabulation (item 16)

		II16					Total
		1.00	2.00	3.00	4.00	5.00	
II16	1.00	1		1	1	1	4
	2.00	2	7	9	11	5	34
	3.00		9	26	58	5	98
	4.00	1	5	17	69	19	111
	5.00			7	11	9	27
Total		4	21	60	150	39	274

Table 6-31. Professional beliefs scale pre-post crosstabulation (item 18)

		II18					Total
		1.00	2.00	3.00	4.00	5.00	
II18	1.00	1	1			1	3
	2.00	1	6	4	8	2	21
	3.00		11	10	12	7	40
	4.00	10	21	13	83	32	159
	5.00	1	5	4	10	31	51
Total		13	44	31	113	73	274

Table 6-32. Professional beliefs scale pre-post crosstabulation (item 19)

		II19					Total
		1.00	2.00	3.00	4.00	5.00	
II19	1.00			1	1		2
	2.00		7	9	4	5	25
	3.00	3	9	35	31	9	87
	4.00	3	8	15	62	29	117
	5.00	1		4	9	29	43
Total		7	24	64	107	72	274

Table 6-33. Professional beliefs scale pre-post crosstabulation (item 20)

		I120					Total
		1.00	2.00	3.00	4.00	5.00	
I20	1.00	1	1	1	1	2	6
	2.00		4	6	20	6	36
	3.00	1	3	31	74	25	134
	4.00	1		9	42	22	74
	5.00		1	1	11	11	24
Total		3	9	48	148	66	274

Table 6-34. Professional beliefs scale pre-post crosstabulation (item 22)

		I122					Total
		1.00	2.00	3.00	4.00	5.00	
I22	1.00	1	1		3	1	6
	2.00	1	4	6	24	1	36
	3.00		3	3	18	1	25
	4.00		5	11	122	31	169
	5.00	1			20	17	38
Total		3	13	20	187	51	274

Table 6-35. Professional beliefs scale pre-post crosstabulation (item 25)

		I125					Total
		1.00	2.00	3.00	4.00	5.00	
I25	1.00	1	1	1	1	1	5
	2.00	1	10	11	17	3	42
	3.00	2	7	18	35	5	67
	4.00		7	14	72	24	117
	5.00	1	2	3	22	15	43
Total		5	27	47	147	48	274

Table 6-36. Pre-post scales comparison

	Personal beliefs about diversity scale	Professional beliefs about diversity scale
Negative changes	83 (30.3%)	78 (28.5%)
Positive changes	169 (61.7%)	184 (67.1%)
No changes	22 (8%)	12 (4.4%)
Pre-test mean	58.562	94.967
Posttest mean	60.240	98.996
Mean difference	1.678	4.029

Table 6-37. Section by section comparison of changes

Section	Number of Student	Personal beliefs scale			Professional beliefs scale		
		Positive changes	Negative changes	No changes	Positive changes	Negative changes	No changes
1	25	15	7	3	20	5	-
2	21	12	8	1	15	5	1
3	26	13	11	2	17	8	1
4	25	19	3	3	21	4	-
5	18	8	8	2	2	13	3
6	28	18	8	2	14	12	2
7	16	6	9	1	12	3	1
8	29	14	8	7	19	10	-
9	13	10	3	-	8	4	1
10	31	19	12	-	22	9	-
11	13	9	3	1	9	2	2
12	29	26	3	-	24	3	2
12	274	169	83	22	184	78	12

Table 6-38. Gender – Professional beliefs scale scores' differences crosstabulation

	Positive changes	Negative changes	No changes	Total
Female	170	66	11	247
Male	14	12	1	27
Total	184	78	12	274

Table 6-39. Cross-cultural friendship involvement – Personal beliefs scale scores' differences crosstabulation

	Positive changes	Negative changes	No changes	Total
Some	114	49	17	180
Much	55	34	5	94
Total	169	83	22	274

CHAPTER 7 SUMMARY AND DISCUSSION

The purpose of this study was to understand how experiences in children's literature classes influence preservice teachers' beliefs about diversity. The research concerned the critical examination of preservice teachers' knowledge, attitudes and commitment in children's literature classes so as to improve the multicultural aspect of educational courses. In the process, I examined theories and practices of multicultural education and research findings on multicultural education to examine numerous variables and qualitative data that influenced preservice teachers' beliefs about diversity.

The research questions addressed were:

- How do the political and social aspects of the demography of preservice teachers' influence their beliefs on the issue of diversity?
- What are the changing attitudes and beliefs, if any, of preservice teachers' views on the issue of diversity over the course of a semester in children's literature classes?
- How do larger contextual factors such as power, privilege, and oppression affect the ways in which preservice teachers construct beliefs about diversity in children's literature classes?

Given the overwhelming body of research addressing the cultural gap between preservice teachers and the students they will ultimately teach, as well as the ineffectiveness of teacher application of multicultural theory to schooling, and shortcomings of multicultural education in teacher training programs, further research was needed to critically examine these issues. Even though there are several studies and research reports available on undergraduate students' beliefs regarding diversity and multicultural education, I have found only a few data-based research reports about the

changing attitudes of students in children's literature classes. This study contributes to this limited body of literature, thus helping to develop a better understanding of how children's literature classes affect students' attitudes toward the issues of diversity.

For this study I employed a mixed method research design, using both qualitative and quantitative data collection and analysis methods. A demographic section of a survey of students' attitudes toward diversity provided the preservice teachers' demographic variables and their influences on students beliefs on the issues of diversity, I used statistical analyses of survey results as sources of data for addressing students' changes of beliefs related to diversity issues. Interviews, observations and students written assignments were part of qualitative data collection and analysis.

Summary of the Research Questions

Summary of Quantitative Sections

Table 7-1 represents the Pearson Chi-square results in a matrix format to show the significant relationships between demographic variables.

Using the matrix we can draw the students' profile as follows:

- Protestants and Catholics were more conservative, and less foreign travel experiences than Jewish and Other groups of religious affiliations.
- A yes answer to cross-cultural friendship involvement is a sign of more inner city experience, that the person is non-white, bilingual, than those who had fewer cross-cultural friendships.
- Non-Whites describe their university student body as less diverse, are more likely to be bilingual and have more cross-cultural friendships than Whites.
- A yes answer to inner city experience is a sign that the individual has more cross cultural friendships, more foreign travel experience, and has taken more multicultural courses than those who had no inner city experience.
- Females are more conservative than males.

- Being bilingual is a sign of having more cross cultural friendships and being Non-White.
- Describing university body as less diverse is a sign of being Non-White.

Table 7-2 and Table 7-3 summarize the results from independent t-test, and the results from analysis of variance (ANOVA). Using these two tables we can summarize the results as follows:

- Cross-cultural friendship involvement is the one level of demographic profiles that had impact on both pre and post surveys. Students who reported that they had much cross cultural friendships had higher scores on all scales than students with some cross-cultural friendships.
- Religious denomination is another level of demographic profiles that had impact on both pre and post *Personal Beliefs About Diversity Scale* and pre *Professional Beliefs About Diversity Scale*. Students who reported that they belong the Liberal groups had higher scores on all scales than students those who reported conservative groups. The impact of religious denomination disappeared on the post *Professional Beliefs About Diversity Scale*.
- Second language status had impact on the pre *Personal Beliefs About Diversity Scale* and pre *Professional Beliefs About Diversity Scale* with bilinguals having the higher scores. The impact of this variable disappeared on posttests.
- Foreign travel experience had an impact on only the pre *Personal Beliefs About Diversity Scale* with the yes group recording higher scores. The differences between groups disappeared on the posttest.
- Race had impact on the pre *Personal Beliefs About Diversity Scale* and pre *Professional Beliefs About Diversity Scale* with Non-Whites having higher scores. The impact of race disappeared on the posttests.
- Inner city experience had impact on only the post *Personal Beliefs About Diversity Scale* with “no” group having higher scores.
- Religion had an impact on pre and post *Personal Beliefs About Diversity Scale* and pre *Professional Beliefs About Diversity Scale*, with Other, Jewish, and Catholic groups having higher scores than Protestant group in all scales. The impact of religion disappeared on the post *Professional Beliefs About Diversity Scale*.
- The way that students rated the university body had an impact only on the pre *Professional Beliefs About Diversity Scale* and, its impact disappeared on the posttest.

Table 7-4 and Table 7-5 represent only the item groups with significant results of an independent t-test or analysis of variance (ANOVA) with demographic variables. The table 7-4 includes the item groups of the Pre and Posttests of *Personal Beliefs About Diversity Scale*, and the Table 7-5 includes the items of Pre and Posttests of *Professional Beliefs About Diversity Scale*. Using these two tables we can summarize the results as follows:

- As a demographic profile, gender had an impact on at one of the scales on item groups, gender, and sexual orientation. In all groups, females had higher scores than males.
- The race variable had an impact on at least on one of the scales on the item groups of race, language, immigration, multicultural & monocultural education, and ability. Except ability, in all other groups Non-Whites had higher scores than Whites. In ability group Whites had higher scores than Non-Whites.
- The students' educational levels had an impact at least on one of the scales on the item groups of language, and ability. In all groups junior and senior students had higher scores than sophomores.
- The foreign travel variable had an impact at least on one of the scales on item groups, sexual orientation and language. In all groups the foreign travel experienced group higher scores than those who had not experience travel.
- Students' descriptions of their university student body as variable had impact on at least one of the scales on item groups, language, and multicultural & monocultural education. All groups who described university body as a monocultural environment had higher scores than those who described the university body as multicultural environment.
- The religion variable had an impact at least on one of the scales on item groups, race, gender, and sexual orientation. In all groups Other and Jewish had higher scores than Protestants and Catholics
- The religious denomination variable had impact at least on one of the scales on item groups, race, social class, sexual orientation, language, immigration, gender, and multicultural & monocultural education. In all groups liberals had higher scores than conservatives.
- Cross-cultural friendship variable had an impact at least on one of the scales on item groups, race, sexual orientation, language, ability, gender, religion, and multicultural & monocultural education. In all groups students who had more

cross-cultural friendships had higher scores than students who had fewer cross-cultural friendships.

Paired sample t-test of item analysis indicate that students responses on items 1, 5, 6, 7, 10, 12, 13, 14, and 15 of *Personal Beliefs About Diversity Scale* significantly changed on post survey. For all items except the item 15 participants' scores on the on the post survey increased, however for the item 15 (15. In general, men make better leaders than women) participants' scores decreased on the post survey (Table 7-6).

Paired sample t-test of item analysis indicate that students responses on items 2, 5, 9, 10, 11, 12, 15, 16, 18, 19, 20, 22, and 25 of *Professional Beliefs About Diversity Scale* significantly changed on post survey. For all items except the item 18 participants' scores on the on the post survey increased, however for the item 18 (18. Multicultural education is most beneficial for students of color) participants' scores decreased on the post survey (Table 7-7).

Summary of Qualitative Section

Drawn from the students' responses, interviews, and classroom observations, the following section includes the segments in their relation to the larger social and political context drawn from the *Personal and Professional Beliefs Scales* (Table 7-8).

Focusing on the "Coretta Scott King Award" for African-American writers and author, "Pura Belpre Awards" for Latina/o writers and author, and "Mildred Batchelder Award" for translated books, in addition to other children's literature awards, students had the opportunity to learn about different races and ethnicities, and to use books written and illustrated by these people for their assignments. Asking students to choose recently published and award-winning books definitely kept students reading good books, and books that dealt with the multicultural issues. The focus on a multicultural perspective

provided both instructor and students opportunities to discuss many topics along with their readings. Read alouds and class discussion on these books provided the class many opportunities to touch many multicultural issues.

Reading novels for their literature circle on the Holocaust, such as *Run Boy Run* (Orlev, 2003), and *Daniel Half Human: And the Good Nazi* (Chotjewitz, 2004), the instructor's booktalk on "Holocaust" related picture books, in addition to students' self-selected books may have helped develop a deeper understanding of the Holocaust and helped students to develop guidelines and to learn teaching strategies. Reading culturally authentic books and examining book's cultural authenticity may have helped the students a deeper understanding of other cultures without getting stereotypical images. Looking the books with their presentation of gender roles may have helped students to realize the current and historical gender inequalities within their society. And throughout the semester reading and responding books for their literature circle discussions, students had opportunities to reflect upon their ideas and learn about on the issues of race/ethnicity, gender, social class, language, sexual orientation, ability, and religion.

Discussion on censorship provided students opportunities to learn the issues they might face when they start to their teaching career and provided them a guideline about how to deal with these issues. By focusing on how current educational practices present Eurocentric norms, students had the opportunity to learn the impact of these norms on minority groups in a multicultural society. The readings from professional journals and sharing their content in class about storytelling, classroom libraries, readers theatre, book clubs, home reading, reading workshop, literature in the content areas, genre studies, reading logs and journals, and literature circles students learned how to implement a

literature based curriculum with the critique of the current educational practices in the classrooms. And booktalk allowed the instructor to talk, and sometimes elaborate upon on the issues that student's may not touch in their papers.

Visiting on a regular basis daycare homes and interactions with children who were often also a different culture from students provided opportunities for students to enhance their knowledge about different cultures, and to learn the importance of providing good books for all children. Listening and responding to books related to sexual orientation, students had the chance to learn about the issues that they might not know or be exposed in any other classes. To meet the requirement of accomplished practices students chose topics, which included diversity issues such as race ethnicity (Contemporary Native Americans, Slavery and Underground Railroad, Jazz Music and African American Culture, The Maasai Culture, India Culture, Italian Culture, Apache Indians, Mexican American Culture, The Japanese Internment Camp Experience), gender (Chinese Gender Roles, Gender Roles in Islamic Culture), social class (Challenges African American Children Face, Orphan Trains, The Great Depression, Homelessness, Child Labor), language (African American women Writers), religion (Children within the Holocaust), and immigration (Irish Immigration, Italian Immigration). Reflecting upon their own feelings about and experiences with diversity provided students the chance to analyze their backgrounds regarding experiences with different cultures, ethnicity, religion, gender, sexual orientation and gender identity, disability or difference, social class, age, and family structures.

Discussion

We need to know our students' initial beliefs when they enter college classrooms to so that we can prepare them well to teach in today's school classrooms with diverse

students. Teacher education students do not come to college classrooms with a culturally empty mind; rather, they come from a life full of experiences that has impacted the way they think and behave. This is especially important for education majors, because as Adams, N. G., Shea, C. M., Liston, D. D., and Deever, B. (2006) stated:

Education has a unique position among the professional fields. Students majoring in education do not begin to study their field with a blank slate. Instead, preservice teachers enter their programs with a plethora of preconceived notions about what it means to be a teacher. . . . Knowing so much about the schooling process can be both an advantage and a disadvantage for preservice teachers. The advantages are obvious in that education majors begin with some knowledge of their chosen profession. The disadvantages emerge as education majors discover, once the perspective of a teacher is gained, that some of their ideas about education, which developed from the vantage point of a student, are erroneous (p.1).

Statistical analysis of the data indicates that cross-cultural friendship involvement as demographic variable significantly predicted scores on all the surveys. Also statistical analysis of the data indicates that religious affiliations and religious denomination as demographic variables significantly predicted scores on three of the four surveys.

Religion and religious denomination are becoming an increasingly dominant force in our society (Salili & Hoosain 2006)). Even though statistical results show the significant connections between religion, religious denomination and survey results, and subgroups of surveys, religious and religious denomination is not the central topic in discussion of multicultural education for scholars (Salili & Hoosain, 2006). Salili and Hoosain (2006) state that there is no chapter on religion in the *Handbook of Multicultural Education* (Banks, 2004), no entry on *Dictionary of Multicultural Education* (Grant & Ladson-Billings, 1997), and the *Encyclopedia of Multicultural Education* (Mitchell & Salsbury, 1999) only has an entry on religious freedom. The reason for this absence of discussion might be related to what Clark (2006) referred to as a discomfort with open discussion of Christian privilege in our society or its tie with the idea of the melting pot

(Jacoby, 2004). Another perspective on the lack of discussion of religious and religious denomination discussion can be found in the special issue of *Equity & Excellence in Education* (August 2006, 39(3)), which explores the interactions of ethnic identity with religious oppression in schools and in society. The editor of the issue, Yoshi (2006) states:

Despite the crucial importance of these themes and questions, most writers of academic literature, not to mention the popular culture, consider ethnoreligious oppression as a subset of racism in those cases in which the religious target is also the target of U.S. racism. The religious nature of discrimination is overlooked because the visibility of the target population's ethnic and racial identity permits the presumption that the bias is racial/ethnic nature. Only when a target population is racially white, is religious discrimination (e.g., anti-Semitism against white Ashkenazi Jews, or anti-Catholicism against Irish, Italians, or Poles) seen for what it is (p.178)

Cross-cultural friendship was another variable that signaled higher scores on all surveys. Smith, Moallem, and Sherrill (1997), and Garmon (2004) point out the importance of cross-cultural friendship involvement to develop a greater multicultural awareness. The results of our study confirm those of previous studies.

Another interesting result comes from the analysis of participants' description of the student body at their university. Non-Whites described the university body as less culturally diverse, while the White participants descriptions draw a different profile, that of a multiracial environment. The latest available demographic profiles of students at this university are presented in the Table 7-9 and Table 7-10.

Both tables draw a White-dominated population of university while many of our students described it as a diverse environment. Undergraduates who come from isolated white neighborhood and private, sometimes religious schools, face for the first time an environment with students from different nationalities, ethnicities, and religions that might influence their perceptions of the university as a multiracial, diverse group. Other

students, coming from an environment with high minority populations, might view the university as a white populated institution. White students' perspective on the university body can be described as a reflection of "hegemony" in larger social context. Italian philosopher Antonio Gramsci was the first to put forward the concept of hegemony in his analysis of how those in power are able to win the consent of the masses and lead them in a direction that is often entirely against their benefit (Olivos, 2006). And Olivos stated, "Hegemony is the concealed power the ruling class has over the masses to not only convince them that the current system is fair, legitimate, and commonsensical, but also to have them support and defend the continuation of the status quo" (p.30).

Another important implication of these statistical results is the closing gap between students who had lower scores and higher scores on the pre surveys. The effects of race, foreign travel, second language, and university body description disappeared on the post surveys. The demographic variable "religion" had an impact on both pre and post *Personal Beliefs About Diversity Scale* and *Pre Professional Beliefs About Diversity Scale*, but its impact disappeared on *Post Professional Beliefs About Diversity Scale*. It is likely that the readings and discussions in the children's literature classes along with the attention paid to diversity in other classes during the students' first semester in the program, helped the students to change their beliefs about diversity as measured by the scale.

One of the important results of these statistical analyses points to the multi dimension of multicultural concepts and multicultural education in both personal and professional contexts. The students' responses changed significantly on many items; however these changes reflect the multiple dimensions of these concepts. For example

students scored significantly higher on the post survey regarding the tenth item of the *Personal Beliefs About Diversity Scale*, and the twelfth and the nineteenth items of the *Post Professional Beliefs About Diversity Scale*. These are all gender related items. The rest of the gender related items did not change significantly. It can be summarized that these items groups such as race/ethnicity, gender, social class, sexual orientation, language, ability/ability tracking, and multicultural & monocultural education need to be considered as multifaceted issues.

Even though the mean values and paired t-test scores present significant changes on the participants' beliefs regarding the issue of diversity, it is noteworthy that the actual number of responses are still important for an educator to be concerned about, especially in a teacher education context. For example students' responses on the ninth item of the *Professional Beliefs About Diversity Scale* (Tests, particularly standardized tests, have frequently been used as a basis for segregating students) changed from 146 (53.3%) agree and strongly agree to moved to 180 (65.7%) agree and strongly agree responses on posttest, still 62 (22.6%) students remained undecided and 32 (11.7%) reported that they disagreed with this statement. Beyond the students' responses on this race/ethnicity related items, many scholars highlighted the complex nature of the issue of race. For example Olivos (2006) state:

Racism in our country is complex. It is denied by many whites in the United States yet experienced by many nonwhites. It is challenged in the courts by many nonwhites yet it is ignored or denied when witnessed by many whites. It is taboo in the public opinion of many white Americans, yet it is hegemonic in that it is reproduced in the public's psyche without much resistance, in both whites and nonwhites. Moreover, racism is seen as a nasty chapter in our history with examples pointing to the enslavement of Blacks and the genocide of the American Indians, yet it is still an everyday way of life in our country, a pillar of our social structure and its institutions (p.42).

Other item groups can be analyzed in the same way. On the fourteenth item of the *Personal Beliefs About Diversity Scale* (It is more important for immigrants to learn English than to maintain their first language), 91 (33.2%) disagree responses on pretest moved to 97 (35.4%) disagree responses on the posttest and on the sixteenth item of the *Professional Beliefs About Diversity Scale* (Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction), 138 (50.4%) agree responses on pretest moved to 189 (69%) agree responses on posttest, and 85 (31%) responses on posttest were either undecided or disagree with this statement. From a larger contextual view Olivos writes that:

the hidden curriculum of assimilation and class inequalities has become even more camouflaged and distorted in much of the neoconservative buzz on teacher professionalization and school accountability. Rather than improving the educational conditions within low-income schools, the ideology of this rhetoric has ultimately served to distance and obstruct the capacity of teachers to recognize and critically engage with bicultural parents, as both fellow workers and community members. This separation reinforces hierarchical relations of power within public school districts and the imposition of exclusionary knowledge, worldview, and language practices on both bicultural children and their parents (p.x).

Therefore in addition to students' experiences in children's literature classes and other classes with multicultural themes, the effect of the larger societal, political context of education should be taken into consideration when we evaluate the students' responses beyond their numerical, written and person to person responses.

In her study Pohan (1994, 1998) found that individuals having taken two or more courses with a multicultural theme or content were significantly different than individuals having taken one course or no multicultural course work regarding their survey scores. I did not find any significant differences between these groups in my study. In this study, the participants indicated that 18% of them had taken 0-1 courses related to multicultural themes, 56% of them had taken 2-3 classes, and 20% of them had taken 4 or more

courses with multicultural themes. On the other side 86% of the respondents were juniors, 10% senior, 4% sophomores, The participants' perceptions of courses with multicultural themes might be the result of these different numbers or many of the participants might have put the their current courses into this category while some did not. Therefore different multicultural course experience did not affect their scores on the scales. It is important to note that during the same semester as they were taking the children's literature class; the students also took three other courses that touched on diversity issues.

It can be drawn from the table 7-8 that literature circles, booktalks, read aloud and cultural identity assignment related to almost all the issues of diversity.

Klassen-Endrizzi and Ruiz (1995) searched how preservice teachers construct a multicultural orientation through children's literature. They found that their students referred to literature circles as the single most powerful course experience that promoted change in their multicultural understanding. And they stated "More than presenting lectures or leading class discussions on the purpose and content of multicultural education, teacher educators need to create curricular opportunities for classroom teachers to experience and live the process of an education that is multicultural" (p.129). Not only the literature circles themselves, but also the carefully selected novels in their relation to diversity issues and a framework of reader response and critical literacy, helped the students bring these issues and their personal connections into their discussion.

Many scholars in the field of multicultural education have analyzed cultural identity, identity development and their importance in an educational context. Jackson (1995) stated, "preservice teachers must first confront themselves-their own views of

others and the world. They must also engage in critical reflection about difference in terms of journeying to selfhood” (p.42). In search of cultural identity, Banks (2006) explained that planning multicultural experiences for students and teachers requires thinking about the cultural characteristics of individuals. He describes a six-stage cultural identity development. These stages are:

- Cultural Psychological Captivity
- Cultural Encapsulation
- Cultural Identity Clarification
- Biculturalism
- Multiculturalism and Reflective Nationalism
- Globalism and Competency

Hardiman, R and Jackson B. W. (1992) explained how understanding the racial identity development process of Black and White Americans assists educators in making informed responses to challenging racial dynamics on college classrooms. They used five stages of racial identity development model. These stages are namely; Naive, Acceptance (Passive-Active), Resistance (Passive-Active), Redefinition, and Internalization. They suggested that faculty and administrators respond include;

- It should be our goal, as educators to facilitate development in students, not stifle it or hide from it.
- As faculty and staff, we should look at these stages in the light of our own life experiences.
- We should not be surprised by the ways in which our students interact.
- We should understand broad differences in social identity perspective.

Similarly, Noel (2000) described the cultural and ethnic identity throughout a lifetime span. This span include:

- Unexamined identity
- Search for identity
- Construction of identity based on devaluation of others
- Clarified identity
- Expanded sense of identity
- Use of clarified identity to achieve societal change (p.145-168).

As many scholars pointed out, it is important to recognize that “individuals within these different stages should be exposed to curricular experiences consistent with their levels of cultural identity” (Banks, 2006).

In our students’ responses it is clear that many reflect different stages of identity development. Even more advanced stages can be found in their responses, still a critical number of responses indicate what Noel (2000) refers the unexamined identity. Noel (2000) explained that many individuals are unaware of their own racial identity in the unexamined stage. He stated, “They do not think of themselves as White but rather as “normal.” They will tend to view racism as “individual acts of meanness’ rather than as an institutionalized system. They will typically not recognize or acknowledge white privilege” (p.148). And moreover Sleeter (1992) stated that people who have unexamined identities will tend to see multicultural education as irrelevant. It may related to students responses on the survey item that the statistical analysis reflects the negative changes on the eighteenth item of *Professional Beliefs About Diversity Scale* “Multicultural education is most beneficial for students of color”, 210 (76.6%) disagree responses on pretest dropped to 186 (67.9) disagree responses on posttest.

The booktalks were powerful strategy for introducing multicultural children’s literature to support students’ efforts to construct a knowledge base for working with

children from diverse backgrounds. The instructor had an opportunity to introduce and to guide students on the issues of diversity through children's books. The differences between self-selected reading books and assigned reading books made the booktalks more important. The critical examination of students' book selections on self-selected readings indicates that they did not tend to choose books that present diversity issues or controversial subjects. Many scholars analyzed students' resistance to multicultural issues and how they distance themselves from controversial topics. For example Apol, Sakuma, Reynolds, and Pope (2003) explored a group of preservice teachers' responses to a set of picture books related to American-Japanese conflict in World War II. They concluded the following about their effort to teach critical reading in an undergraduate children's literature course. Some of their students' resistance included:

- moving their initial pedagogical preoccupations, seeing literature response as synonymous with moral or cross-curricular lessons.
- thinking critically about the ideology and perspectives in a text.
- talking about troubling issues of ideology in connection with war, opting instead to create happy endings to stories, to focus on less troubling parts of the text, or to choose texts that did not raise controversial or upsetting issues.
- imagining that children could think about and respond to literature in complex ways.
- a critical resistance toward U.S actions (p.454-457).

These findings are quite similar to those found in the present study. For example the students' interview responses asking for their suggestion for the class brought out the issues of resistance, and discomfort with the multicultural focus on class content. One student stated "On our book *Essential* before I wouldn't realize, but now on the cover the boy is African American." Another student's comment on the instructor's approach was, "Little bit honestly, she was little bit hard to expose them. In some point I thought I have

no culture. I don't think it was intended." A similar response from another student was, "I was afraid at first for this semester. Because we were ignored, you know because of middle white class background. I grew-up in a white environment and I did not have any stereotypes about other cultures. But here... you cannot force people; you cannot change them. They have to come up with their own. And in this class, I felt you were appreciated if you have friends from other cultures." The students' responses also reflected their narrow views on these issues. One student stated, "We learned them but we do not expect children to know different analysis"

Read aloud was one of the central activities over the semester in this children's literature class. The students in this class were given a chance to see models of read alouds for their future classes as well as to see the applications of reader response and critical literacies during read aloud. For example the class had discussions on different topics after reading aloud of the following books; *Bat Boy and His Violin* (Curtis, 2001); Race/Ethnicity, *Fishing Day* (Pinkney, 2003); Gender and Social Class, *Daddy's Roommate* (Willhoite, 1991); Sexual Orientation, *Pink and Say* (Polacco, 1994); Language, *Encounter* (Yolen, 1996); Immigration, *Something From Nothing* (Gilman, 1993); Religion, and *I Love My Hair* (Tarpley, 1998); Multicultural & Monocultural Education. The focus on the reader response theory let the student bring their personal connections with the issues presented in their books, and it was a model for students' future classrooms.

Student interview responses on changes of their belief throughout the semester reflected positive comments. These comments include such as "I am definitely more aware of other races and ethnicities; I realized that all the books; I had read were written

by whites; I am now more aware about diversity; We are now more knowledgeable and I think I became more tolerant, more knowledgeable about how many books are out there about different topics.”

Overall Evaluation of Personal and Professional Beliefs about Diversity Scales

Table 7-11 presents the correlations between pre and post survey results, and mean values of each survey. The table shows the strong correlations between pre and post *Personal Beliefs About Diversity Scale*, $r(274) = .78, p < .01$, and the strong correlation between pre and post *Professional Beliefs About Diversity Scale*, $r(274) = .53$. Also strong correlations can be seen between pre *Personal Beliefs About Diversity Scale* and pre *Professional Beliefs About Diversity Scales*, $r(274) = .52, p < .01$, and strong correlations between post *Personal Beliefs About Diversity Scale* and Post *Professional Beliefs About Diversity Scale*, $r(274) = .57, p < .01$. One of the important implications of these statistical results is the critical connection between personal and professional beliefs.

The results from the paired sample t-test indicate that there are significant differences between pre and post *Personal Beliefs About Diversity Scale* and *Professional Beliefs About Diversity Scale*, in the *Personal Belief About Diversity Scale*, $t(df=273) = -6.243, p < .05$, in the *Professional Beliefs About Diversity Scale*, $t(df=273) = -7.931, p < .05$. The mean values indicate that the students scored significantly higher on post Scales (M (Post-*Personal Beliefs About Diversity Scale*) = 60.240, M (Post-*Professional Beliefs About Diversity Scale*) = 98.996) than pre Scales (M (Pre-*Personal Belief About Diversity Scale*) = 58.562, M (Pre-*Professional Beliefs About Diversity Scale*) = 94.967).

Pohan and Aguilar (2001) explain the notion of the *Personal and Professional Beliefs About Diversity Scales*' two dimensions, that “there might be a situation in which

one's personal beliefs about given issue could be in direct conflict with his/her beliefs in a professional context" (p.160). For example, in a personal context, a preservice teacher believe that being bilingual is an advantage for a teacher in our increasingly diverse society, but same preservice teacher might be against the bilingual education in schooling as professional context. Therefore it is critical the relationship between personal and professional beliefs.

My analysis indicates a linear relationship between personal and professional beliefs that can be concluded as a person's personal beliefs reflect his/her professional beliefs.

Even though the significant statistical results between pre and post surveys, we should aware of the possible highest scores were 75 for *Personal Beliefs About Diversity Scale* and 125 for *Professional Beliefs About Diversity Scale*. If we put these results in a five point scale as students rated survey items on the pre and post test we can see that all mean scores would be around four on the five point scale (*Personal Beliefs About Diversity Scale*, 1= 15, 2=30, 3=45, 4=60, and 5=75, and *Professional Beliefs About Diversity Scale*, 1=25, 2=50, 3=75, 4=100, and 5=125).

The students' interview responses on surveys reflect the importance of larger context such as, "When I did this survey I think a second time, I did notice a lot difference. But not only because of this class, I think the whole semester, all classes, volunteering staff." Another student's comment on the survey supported what I found in this study," I think people who have not experienced these issues, might change more. Basically I was already open-minded. It was helpful for those who had no experiences with diversity."

Table 6-40 presents the classification of participants' scores' changes on both scales using the following criteria:

- + = positive changes
- - = negative changes
- 0 = no changes

The followings can be summarized from the table 6-40:

- One hundred and twenty one participants' (44.2 %) scores on both scales were increased (Line 1)
- One hundred and forty two participants (51.9%) had positive changes in their scores without any negative changes on any scales (Line 1+2+3).
- Two hundred and forty-two participants (84.7%) had positive changes in their scores at least on one of the scales (Line 1+ 2+ 3+ 4+ 5).
- One hundred and thirty one participants (47.7%) had negative changes in their scores on at least one of the scales (Line 4+5+6+7+9).
- Thirty participants' (10.9 %) had negative changes on both scores on both scales (Line 9).

I have found that solely using the overall statistical data can leave the impression that all students' attitudes changed for the better when they did not (Table 6-40).

Therefore we need to look beyond the overall results to understand the changes, especially changes in attitudes and beliefs. Confidentiality of identities did not allow me to further analyze the changes in a negative direction or to examine the assignments of individuals, and other related data sources to see what happened with individual cases in this study. Also there is no guarantee that all of the students gave their true feelings when they filled out the forms at the end of the semester.

Implications and Suggestions

Nespor (1987) stated that, “beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems and are stronger predictor of behavior” (p.311). In order to develop a better understanding of preservice teachers beliefs much more research needs to take place. Several recommendations that can be made from this study for future research includes both qualitative and quantitative studies:

The clear impact of cross-cultural friendship involvement on all surveys gives the direction that we should look at the ways to increase our students’ cross cultural friendship involvement. In the educational context we need to organize programs, projects, especially to involve preservice teachers to gain involvement, understanding and appreciation of persons of different cultures.

We need to analyze the source of religious beliefs and their impact on education. The significant differences between liberal and conservative groups in terms of their scores on the surveys, means that we have to find a way to envision and enlighten the conservative students so that they can embrace and educate all children for successful multicultural education and social justice. The lack of research on the impact of religious denominations on beliefs about diversity issues, make the issue of religion more critical for future researchers.

In teacher education context, we need to place courses with focuses on multicultural themes in the early years of teacher education programs. These courses might help students to close the gap in terms of understanding multicultural issues within their peers, but also provide them a lens to look at the issues for the rest of their experiences in teacher education programs.

The issues in multicultural education cannot be viewed from a single point of view. The issues of race/ethnicity, social class, gender, religion, sexual orientation, and others should be viewed from multi perspectives. In teacher education programs these concepts should be clearly defined in terms of their educational implications and larger societal context.

It is also clear that personal and professional beliefs are strongly correlated. Therefore we have to consider the both sides of the beliefs if we intend to make any changes in the beliefs. We need to look at our students' personal life experiences as well as their professional involvement with education related activities to prepare them as teachers of our future.

Table 7-1. Pearson chi-square results matrix

	1	2	3	4	5	6	7	8	9	10	11	12
Gender												
Age	.009											
Race	.070	.130										
Class standing	.961	.000	.246									
Multicultural course	.287	.061	.361	.071								
Foreign Travel	.989	.431	.141	.718	.320							
Inner city experience	.485	.649	.099	.200	.028	.002						
Student body description	.817	.951	.007	.334	.623	.597	.482					
Religious affiliations	.667	.145	.187	.755	.437	.037	.351	.482				
Religious denomination.	.006	.230	.336	.721	.280	.304	.458	.246	.000			
Second language	.093	.132	.000	.608	.577	.477	.954	.343	.406	.115		
Cross-cultural friendship	.111	.395	.000	.410	.222	.132	.033	.056	.274	.054	.000	

Table 7-2. Demographics – beliefs scales relations (t-tests)

Demographic profile	Personal beliefs scale		Professional belief scale	
	Pre-test	Post-test	Pre-test	Post-test
Gender (male, female)	.947	.278	.187	.411
Race (white, non-white)	.028	.283	.014	.245
Foreign travel (yes, no)	.028	.056	.245	.643
Inner city experience (yes, no)	.161	.019	.234	.549
Religious denomination (liberal, conservative)	.000	.000	.002	.093
Second language (yes, no)	.009	.062	.003	.084
Cross-cultural friendship (some, much)	.000	.020	.000	.005

Table 7-3. Demographics – beliefs scales relations (One-way ANOVA)

Demographic profile	Personal beliefs scale		Professional belief scale	
	Pre-test	Post-test	Pre-test	Post-test
Age (19,20,21,22,23,24+)	.630	.128	.517	.321
Class standing (junior, senior, sophomore)	.652	.589	.130	.895
Multicultural courses (0-1, 2-3, 4+)	.628	.377	.537	.439
Student body (one, two, many)	.249	.171	.014	.421
Religion (Protestant, Catholic, Jewish, Other)	.010	.040	.003	.237

Table 7-4. Demographics-personal beliefs scale item groups' relations

	Pre personal beliefs scale		Post personal beliefs scale	
	t-test	ANOVA	t-test	ANOVA
Gender			Gender	
Race	Language, immigration,		Language, immigration, ability	
Class standing				Language
Inner city experience			Gender, sexual orientation	
Foreign travel	Sexual orientation, language			
Student body		Language		Language
Religion		Gender, sexual orientation		Gender, sexual orientation
Religious denomination.	Race, social class, sexual orientation, language, immigration		Gender, Sexual orientation,	
Cross-cultural friendship	Race, gender, sexual orientation, language, ability		Race, sexual orientation, language,	

Table 7-5. Demographics-professional beliefs scale item groups' relations

	Pre professional beliefs scale		Post professional beliefs scale	
	t-test	ANOVA	t-test	ANOVA
Gender	Sexual orientation		Sexual orientation	
Race	Race, language, multi/mono edu.		Multi/mono edu.	
Class Standing Student body		Ability		
Religion		Language, multi/mono edu. Race, sexual orientation, religion		Sexual orientation, gender
Religious denomination	Race, sexual orientation, language, multi/mono edu.			Sexual orientation
Cross-cultural friendship	Race, language, sexual orientation, religion, multi/mono edu.			Race, language, sexual orientation, gender, multi/mono edu.

Table 7-6. Summary of paired t test for differences personal beliefs scale items

Pairs	Pretest mean	Posttest mean	Item group	t	p-value
1	4.5730	4.7117	Race/ethnicity	-3.452	.001
5	3.4270	3.7336	Sexual orientation	-5.045	.000
6	3.6496	3.9599	Social class	-5.276	.000
7	4.3832	4.6277	Race/ethnicity	-5.943	.000
10	2.3248	2.7007	Gender	-5.973	.000
12	3.7080	3.9197	Sexual orientation	-4.295	.000
13	3.7737	3.9854	Sexual orientation	-3.311	.001
14	2.8650	3.0255	Language	-2.620	.009
15	4.3248	4.1934	Gender	2.981	.003

Table 7-7. Paired t test for differences - professional beliefs scale items

Pairs	Pretest mean	Posttest mean	Item groups	T	p-value
2	3.5365	3.9854	Social class	-8.601	.000
5	4.2920	4.4124	Ability	-2.923	.004
9	3.3832	3.6861	Ability	-4.676	.000
10	3.0985	3.6715	Race/ethnicity	-8.437	.000
11	4.0401	4.3285	Ability	-5.338	.000
12	3.0803	3.3029	Gender	-3.484	.001
15	3.7628	3.9453	Multi/mono. edu.	-2.936	.004
16	3.4489	3.7263	Language	-4.388	.000
18	3.8540	3.6898	Multi/mono edu.	2.188	.030
19	3.6350	3.7774	Gender	-2.213	.028
20	3.2701	3.9672	Race/ethnicity	-11.047	.000
22	3.7190	3.9854	Social class	-4.523	.000
25	3.5511	3.7518	Multi/mono edu.	-3.022	.003

Table 7-9. 2005 Ethnicity and gender of student enrollment at the university

Ethnicity	Female	Male	Total
White	17,791	15,771	33,562
Hispanic	2,983	2,502	5,485
Black	2,361	1,403	3,764
Asian	1,868	1,629	3,497
Non-resident Alien	1,121	1,836	2,957
Not reported	530	552	1,082
American Indian	98	67	165
Total	26,752	23,760	50,512

Table 7-10. 2005 ethnicity of student enrollment at the college of education

Ethnicity	Number of Students
White	1484
African-American	121
Hispanic	150
Other	143
Total	1898

Table 7-11. Correlation results and mean values of the surveys

		Quantitative groups		Qualitative sample		Correlations of quantitative group (Pre-post personal and pre-post professional scales)		Correlations of quantitative group (Pre personal and post professional and post personal and professional scales)	
		Pre	Post	Pre	Post	r	Sig. (0.01 level)	r	Sig. (0.01 level)
Personal beliefs scale	N	274	274	31	31				
	Mean	58.562	60.240	59.6250	60.7419	.779	.000	.524	.000
Professional beliefs scale	N	274	274	32	31				
	Mean	94.967	98.996	95.4688	98.2903	.534	.000	.574	.000

Table 7-12. Classification of scores' differences

Line	Personal beliefs scale	Professional beliefs scale	Number of students
1	+	+	121 (44.2%)
2	0	+	15 (5.5%)
3	+	0	6 (2.2%)
4	+	-	42 (15.3%)
5	-	+	48 (17.5%)
6	0	-	6 (2.2%)
7	-	0	5 (1.8%)
8	0	0	1 (.4%)
9	-	-	30 (10.9%)

PERSONAL BELIEFS ABOUT DIVERSITY SCALE¹

This scale measures your beliefs about diversity. Indicate the degree to which you agree or disagree with each item below by circling the number corresponding to your selection. Please answer every item, and use the following scale to select your answers:

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree

	SD	D	U	A	SA
1. There is nothing wrong with people from different racial backgrounds having/raising children.....	1	2	3	4	5
Comments:					
2. America's immigrant and refugee policy has led to the deterioration of America.....	1	2	3	4	5
Comments:					
3. Making all public facilities accessible to the disabled is simply too costly.....	1	2	3	4	5
Comments:					
4. Accepting many different ways of life in America will strengthen us as a nation.....	1	2	3	4	5
Comments:					
5. It is not a good idea for same-sex couples to raise children.....	1	2	3	4	5
Comments:					
6. The reason people live in poverty is that they lack motivation to get themselves out of poverty.....	1	2	3	4	5
Comments:					
7. People should develop meaningful friendships with others from different racial/ethnic groups.....	1	2	3	4	5
Comments:					
8. People with physical limitations are less effective as leaders than people without physical limitations.....	1	2	3	4	5
Comments:					

¹Pohan, C. A., & Aguilar, T. E. (1998). Copyright.

		SD	D	U	A	SA
9.	In general, white people place a higher value on education than do people of color..... Comments:	1	2	3	4	5
10.	Many women in our society continue to live in poverty because males still dominate most of the major social systems in America Comments:	1	2	3	4	5
11.	Since men are frequently the heads of households, they deserve higher wages than females Comments:	1	2	3	4	5
12.	It is a good idea for people to develop meaningful friendships with others having a different sexual orientation..... Comments:	1	2	3	4	5
13.	Society should not become more accepting of gay/lesbian lifestyles..... Comments:	1	2	3	4	5
14.	It is more important for immigrants to learn English than to maintain their first language..... Comments:	1	2	3	4	5
15.	In general, men make better leaders than women..... Comments:	1	2	3	4	5

PROFESSIONAL BELIEFS ABOUT DIVERSITY SCALE¹

This scale measures your beliefs about issues of diversity as they relate to policies and practices within educational settings. Indicate the degree to which you agree or disagree with each item below by circling the number corresponding to your selection. Please answer every item, and use the following scale to select your answers:

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree

	SD	D	U	A	SA
1. Teachers should not be expected to adjust their preferred mode of instruction to accommodate the needs of all students..... Comments:	1	2	3	4	5
2. The traditional classroom has been set up to support the middle class lifestyle..... Comments:	1	2	3	4	5
3. Gays and lesbians should not be allowed to teach in public schools..... Comments:	1	2	3	4	5
4. Students and teachers would benefit from having a basic understanding of different (diverse) religions..... Comments:	1	2	3	4	5
5. Money spent to educate the severely disabled would be better spent on programs for gifted students..... Comments:	1	2	3	4	5
6. All students should be encouraged to become fluent in a second language..... Comments:	1	2	3	4	5
7. Only schools serving students of color need a racially, ethnically, and culturally diverse staff and faculty..... Comments:	1	2	3	4	5
8. The attention girls receive in school is comparable to the attention boys receive..... Comments:	1	2	3	4	5

¹ Pohan, C. A., and Aguilar, T. E. (1998). Copyright .

		SD	D	U	A	SA
9.	Tests, particularly standardized tests, have frequently been used as a basis for segregating students..... Comments:	1	2	3	4	5
10.	People of color are adequately represented in most textbooks today..... Comments:	1	2	3	4	5
11.	Students with physical limitations should be placed in the regular classroom whenever possible..... Comments:	1	2	3	4	5
12.	Males are given more opportunities in math and science than females..... Comments:	1	2	3	4	5
13.	Generally, teachers should group students by ability levels.. Comments:	1	2	3	4	5
14.	Students living in racially isolated neighborhoods can benefit socially from participating in racially integrated classrooms.. Comments:	1	2	3	4	5
15.	Historically, education has been monocultural, reflecting only one reality and has been biased toward the dominant (European) group..... Comments:	1	2	3	4	5
16.	Whenever possible, second language learners should receive instruction in their first language until they are proficient enough to learn via English instruction	1	2	3	4	5
17.	Teachers often expect less from students from the lower socioeconomic class..... Comments:	1	2	3	4	5
18.	Multicultural education is most beneficial for students of color..... Comments:	1	2	3	4	5
19.	More women are needed in administrative positions in schools..... Comments:	1	2	3	4	5

	SD	D	U	A	SA
20. Large numbers of students of color are improperly placed in special education classes by school personnel..... Comments:	1	2	3	4	5
21. In order to be effective with all students, teachers should have experience working with students from diverse racial and ethnic backgrounds..... Comments:	1	2	3	4	5
22. Students from lower socioeconomic backgrounds typically have fewer educational opportunities than their middle class peers..... Comments:	1	2	3	4	5
23. Students should not be allowed to speak a language other than English while in school..... Comments:	1	2	3	4	5
24. It is important to consider religious diversity in setting public school policy.....	1	2	3	4	5
25. Multicultural education is less important than reading, writing, arithmetic, and computer literacy.....	1	2	3	4	5

**THE PERSONAL BELIEFS ABOUT DIVERSITY SCALE
Scoring Worksheet**

Respondent/ID: _____ Test Date: _____
 Location: _____ Age: _____
 Race/Ethnicity: _____

Circle Appropriate Answer: Gender: M F
 Testing: Pre-Test Post-Test Bilingual: Yes No

Item #	Raw Score	Final Score Reverse Shaded Scores (E.G., 5=1; 2=4)
1		
2*		
3*		
4		
5*		
6*		
7		
8*		
9*		
10		
11*		
12		
13*		
14*		
15*		

Total (Sum): _____

THE PROFESSIONAL BELIEFS ABOUT DIVERSITY SCALE
Sample Scoring Worksheet

Respondent/ID: HER 3
 Location: Number One University
 Race/Ethnicity: Anglo/Italian
 Circle Appropriate Answer:
 Testing: Pre-Test Post-Test

Test Date: Mar. 5, 1998
 Age: 26
 Gender: M F
 Bilingual: Yes No

Item #	Raw Score	Final Score Reverse Shaded Scores (E.G., 5=1; 2=4)
1*	2	4
2	4	4
3*	1	5
4	2	2
5*	3	3
6	4	4
7*	1	5
8*	3	3
9	4	4
10*	2	4
11	4	4
12	5	5
13*	2	4
14	3	3
15	4	4
16	1	1
17	3	3
18*	4	2
19	2	2
20	4	4
21	5	5
22	3	3
23*	1	5
24	2	2
25*	2	4

Total (Sum): 89

The scales are copyrighted and printed with permission of authors. Anyone wanting to use them should contact the first author directly.

Cathy A. Pohan, Ph.D. Professor of Teacher Education, Dept. of Teacher Education

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August 2, 2004

Dear Hakan Dedeoglu,

Thank you for your interest in the Personal and Professional Beliefs About Diversity Scales. Enclosed you will find the User's Manual and Scoring Guide. I suggest you Xerox and use the 1998 versions of the instruments. This letter grants you, and you only, permission to use the scales in your current research. Should any other party want to use the instruments, please have them contact me for permission to use.

Good luck in your research.


Cathy A. Pohan, Ph.D.
2512 La Costa Ave.
Chula Vista, Ca. 91915
(619) 216-0154

** Please accept this as a receipt for your \$35.00 payment for the materials enclosed.

APPENDIX B
INSTITUTIONAL REVIEW BOARD FORMS



Institutional Review Board

FWA00005790

MEMORANDUM

DATE: 29-Aug-2005

TO: Hakan Dedeoglu
285 Corry Village #14
Gainesville, FL 32603

FROM: Ira Fischler, Chair *IF/TF*
University of Florida
Institutional Review Board

SUBJECT: **Reapproval of Protocol #2004-U-622**

TITLE: Changes in Attitudes about Diversity of Students in a Children's Literature Class

SPONSOR None

Your request to continue your research protocol involving human participants has been approved. Participants are not placed at more than minimal risk by the research. You are reminded that any changes, including the need to increase the number of participants authorized, must be approved by resubmission of the protocol to the Board.

Reapproval of this protocol extends for one year from the date of the review, the maximum duration permitted by the Office for Human Research Protection. If this project will not be completed by 29-Aug-2006, please telephone our office (392-0433) at least six weeks in advance so we can advise you how to reapply.

It is important that you keep your Department Chair informed about the status of this research project. Also, if your project is funded, you should send a request to extend your grant along with a copy of this project renewal notification to DSR, Awards Administration, P.O. Box 115500.

ISF:dl/tf

cc:

98A Psychology Bldg.
PO Box 112250
Gainesville, FL 32611-2250
Phone: (352) 392-0433
Fax: (352) 392-9234
E-mail: irb2@ufl.edu
<http://irb.ufl.edu/irb02>

**Department of Gator Instruction
PO Box 12345
University of Florida
Gainesville, FL 32600-0000**

Consent Form

Dear Student,

I am a graduate student in the Department of Curriculum & Instruction at the University of Florida, conducting research "Changes in Attitudes about Diversity of Students in a Children's Literature Class" under the supervision of Dr. Linda Leonard Lamme. The purpose of this study is to understand how experiences in children's literature classes impact undergraduate students' beliefs about diversity. The results of the study may help educator better understanding of the undergraduate students' experiences in children's literature classroom regarding their attitudes and beliefs on diversity and allow them to design educational practices accordingly. These results may not directly help you today, but may benefit future students. With your permission, I would like to ask you to volunteer for this research.

During the semester, at least two open-ended interviews, 30 - 45 minutes in length will be conducted after your regular class time in your classroom, if possible. Observations will be made in classroom that each will last one class session. Surveys will be conducted during the first class session and the last class session. Surveys will last 20-30 minutes. Your written class assignments will be used as archival data in this project. There are no anticipated risks, compensation or other direct benefits to you as a participant in these interviews. You are free to withdraw your consent to participate and may discontinue your participation in the interviews, survey and observations at any time without consequence.

Results of this study will be available in August 2006 upon request. If you have any questions about this research protocol, please contact me at 352-846 58 60 or my faculty supervisor, Dr. Linda Leonard Lamme at 352-392 91 91 x251. Questions or concerns about your rights as a research participant rights may be directed to the UFIRB office, University of Florida, Box 112250, Gainesville, FL 32611; ph (352) 392-0433.

Hakan Dedeoglu

I have read the procedure described above and I voluntarily agree to participate. I have received a copy of this description.

Signature of participant Date

APPROVED BY
University of Florida
Institutional Review Board (IRB 02)
Protocol # 2004-U-622
For use through 8-29-06

Informed Consent

Protocol Title: Changes in Attitudes about Diversity of Students in a Children's Literature Class.

Please read this consent document carefully before you decide to participate in this study.

Purpose of the research study: To understand how experiences in children's literature classes impact undergraduate students' beliefs about diversity.

What you will be asked to do in the study: To answer and discuss 6-10 interview questions, complete surveys twice during the semester. I will tape record interviews and observe during class sessions.

Time required: 30-45 minutes for per interview, observations during class sessions, and 20-30 minutes for each survey.

Risk and Benefits: No more than minimal risk. There is no direct benefit to participant in this research. The benefit of the research is to provide additional information about undergraduate students' experiences in a children's literature classroom regarding their attitudes and beliefs on diversity. Through new information, educators and policy makers can use the results in course planning.

Compensation: There is no compensation for participating in the study.

Confidentiality: Your identity will be kept confidential to the extent provided by law. Your instructor and study supervisor will not know your identity. Only I will access the tapes. When the study is completed and the data have been analyzed, the tapes will be destroyed. The final results may be presented of an educational conference and in a paper submitted to education journals and magazines for possible publication.

Voluntary Participation: Your participation in this study is completely voluntary. There is no penalty for not participating.

Right to withdraw from the study: You have to right to withdraw from the study at anytime without consequence.

Whom to contact if you have questions about the study:

Hakan DEDEOGLU, 372 Maguire Village #6 Gainesville FL, 32603
 (352) 846 58 60 E-mail: dedeoglu@ufl.edu
 Linda Leonard Lamme (Faculty Supervisor)
 Office: 2209 Norman Hall College of Education
 Phone: (352) 392-9191 ex. 251 E-mail: lammel@coe.ufl.edu

Whom to contact about your rights as a research participant in the study:

UFIRB Office, Box 112250, University of Florida, Gainesville, FL 32611-2250;ph 392-0433

2004-4-622
 8-29-06

APPENDIX C
SYLLABUS FOR LAE 3005 (SECTION 6712) - CHILDREN'S LITERATURE FALL,
2005

Class: Tuesday, Periods 5-7 (11:45 – 2:45) **Room:** 2309 Norman Hall
Instructor: Dr. Linda Leonard Lamme **Office:** 2209 Norman Hall
Office Phone: 392-9191 x 251 **Email:** lammel@coe.ufl.edu
Office Hours: Period 8&9 on Mon. and 3&4 on Tues. or by E-mail or appointment

Course Purpose:

Welcome to this course on children's literature! The purpose of this course is to provide you with the theoretical knowledge and practical experience for designing an elementary school curriculum for a classroom where instruction is based on children's literature and for cultivating a love of reading. Literature is an authentic resource that can be the foundation of a literacy (reading, writing, speaking, listening, and viewing) program, as well as a major resource for other curriculum areas. In this course, with a genre approach to literature study and a focus on social justice themes, you will learn how to select high quality children's literature that can serve classrooms with diverse student populations. You will learn how to plan for a literature studies curriculum and how to assess your own and children's analytical responses to literature.

Course Objectives:

1. You will grow in your capability to critically read, analyze, and respond to literature.
2. You will demonstrate your ability to select high quality current, multicultural literature in a wide variety of genres to share with children.
3. You will demonstrate your understanding of the theoretical underpinnings of a critical reader response approach to analyzing and teaching literature.
4. You will use a wide variety of print and Internet resources to find out information about children's books, authors, illustrators, and curriculum applications.

Primary Methods of Instruction:

The methods of instruction in this course will be lecture and discussion, small group discussion, individual inquiry assignments and cooperative learning.

Required Readings & Materials:

Books are at Wild Iris Books on the corner of University Avenue and NW 8th Street. Parking is in the rear.

1. Tomlinson, C. & Lynch Brown, C. (2005). *Essentials of Children's Literature*. (5th Ed). Boston: Allyn & Bacon.
2. McLaughlin, M. & DeVoog, G. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text*. New York: Scholastic.
2. Three novels selected during the first class; also available at Wild Iris Books.
3. Professional articles that will be provided or assigned during the semester.
4. A 3-ring notebook (One-inch is fine) that will adequately house your assignments. Put your name on the binder and attach a picture of yourself on the inside of the cover. You will receive this notebook back at the end of the semester.

Questions guiding our inquiries into the world of children's literature:

The quality of the book, authors, and illustrators:

- What makes quality literature in each?
- What are the literary elements for each genre?
- Who are outstanding authors and illustrators in each genre?
- What artistic media are used to illustrate children's books?
- How do the artistic elements impact the contribution of illustrations to the overall quality of the book?
- What awards are given to children's book authors and illustrators and why?
- What resources exist to find quality literature to support the curriculum?

The social justice perspective:

- What ideological assumptions are uncovered through an in depth analysis of the literature?
- How do author/illustrator intentions and reader assumptions influence readings of and responses to literature?
- Whose perspective is given in the book? What other perspectives are there?
- Who is in a position of power, and who takes direction?
- What subtle stereotypes are portrayed in the book?

The theories:

- How can teachers help students generate high levels of response to literature?
- How can teachers help students to critically analyze literature?
- What is the difference between efferent and aesthetic reading?
- What is the difference between a comprehension model, a reader response model, and a critical theory response model of reading instruction?
- What is a transactional theory of reading?

The curriculum:

- What is a literature studies curriculum, and how does it operate in a classroom?
- What is a literature in the content areas curriculum, and how does it operate in a classroom?
- How can literature be used to build reading, writing, speaking, viewing, and thinking skills, and how can teachers get students to think about literature like writers and literary critics?

How can teachers conduct effective book discussions encompassing literary elements for each genre as well as critical social issues?
 How can children's literature support a social justice curriculum?

Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation when requesting accommodation. If you have a need for accommodations due to disabilities, please meet with me during office hours.

Class Attendance and Participation:

Class attendance and participation are important elements in your learning. Absence diminishes the quality of this class for others; therefore full attendance and punctuality are requested for all scheduled classes. Please turn cell phones off during class.

Attendance means being present in class with class assignments ready to turn in and with your textbooks sticky noted or highlighted or with accompanying notes on the chapters due. You must actively participate in discussions. If you attend a class but are not completely prepared, or if you arrive in class after attendance is taken, deduct **1 point**. One absence for an emergency will be allowed, but **deduct 4 points** for every class session you miss beyond the one that can be excused.

So remember ...

- Absences will affect your final grade
- Be prepared for class
- Bring assigned writings to the class and finish reading assignments before the class
- Actively participate in class discussion and activities
- Maintain a professional attitude toward others at all times
- Complete homework assignments and writing projects by due dates.
- Turn cell phones off during class.

Course Assignments:

Reading Assignments

Each week you will read chapter(s) from the textbooks to prepare you for the week's assignment that will include reading children's books, responding to them and designing curricular connections. There will be a **quiz** on the chapter readings each class period. For 3 classes you will read novels that you sign up for on the first day of class. For other classes you will select your own books to read either from the library in 2215E, the public library at 401 E. University Avenue (or a branch library), or your school library. The librarians, especially Be and Debbie, at the downtown library, are very good in helping you find good books to read. Unless otherwise designated in the syllabus, please confine your selections to **recently published books (1999-2005)** that are either on **award lists** or by award-winning authors. Use the **Children's Literature**

Comprehensive Database (in our library online and at the public library) to verify your selections. (At ufl.edu click on libraries, then databases, write child and it will come up.) Another website with reliable information about books and authors is at :
<http://www.dawcl.com/>

Professional Reading Assignments

- You will have a quiz each week on the textbook readings. **Each quiz is worth 2 points** toward your final point accumulation (grade).
- Bring your textbooks to class on the days the reading assignments are due and be prepared for discussion or a test – highlight, sticky note, or take notes on the readings so that you are prepared for class discussions.
- For reading assignments that involve reading professional articles, use the following publications in the Education Library: Language Arts, Journal of Children’s Literature, The Reading Teacher, Dragon Lode, Children’s Literature in Education, The New Advocate, Florida Reading Quarterly.

Writing Assignments

On most weeks you will have a written assignment that is worth

- For each genre that you read, you will complete a written assignment, with bibliographic information in APA style
 Myers, Walter Dean (2003). *Blues Journey*. Ill. Christopher Myers. New York: Holiday House. (author, year, title, illustrator if any, place of publication, publisher)
 Check <http://www.library.uq.edu.au/training/citation/apa.html> for APA style.
- Please note that all papers written for this class need to be typed, double-spaced with 12-point type and three-hole punched. **Plan ahead for computer glitches.**
- At the top of each paper include **your name, e-mail address, the title of the assignment, and the date it is due.**
- If you use more than one page of paper for an assignment, **number the pages.**
- **Assignments need to be turned in during class on the day they are assigned.** Deduct one point for each day (not class meeting) an assignment is late. **If you are not in class, e-mail the assignment on the day it is due.**
- Remember that copying 3 words together from any source is plagiarism and will result in standard University penalties (ie removal from course and a failing grade).
- All written assignments must be typed double-spaced with 12-point type and 1” margins.
- All written assignments must have your name, e-mail address and date in the upper-right hand corner of your paper and the assignment title in the top center of the paper
- The length of the paper is specified with each assignment. If the assignment says 2 pages, this means two full pages. Please number the pages.

**Course Schedule and Assignments
(Due on Date Listed)**

August 30: Course Introduction

- Pre-assessments
- Signups for books that you will read during the semester
- Syllabus explanation
- Introduction to the field of children's literature
- Project Booktalk Orientation

September 6: Reading Identity and Cultural Identity

Read: *Essentials*, Chapter 1, pages 2 - 23

***Critical Literacy*, Chapter 3, pages 61-72**

Written Assignment

Part 1 Reader's Autobiography: Write autobiographical paper on your life history with regard to reading. Think about your development as a reader. You might interview your family members on your early reading experiences and reflect upon your life as a reader inside and outside of school environments.

- Try to remember any favorite books. **Find at least one book that you can remember enjoying as a child in a school or public library and bring it to class.**
- Mention teachers throughout your schooling who fostered a love of reading and those who did not and why.
- Discuss the strategies that helped you become an avid reader or discouraged avid reading.
- Explain why you are the reader or non-reader that you are today.

Past 2: Cultural Identity: Think about the cultural practices you may assume are "normal" and may not even pay attention to. Honestly confront your thoughts regarding diversity. As a public school teacher you will teach children from many different kinds of families and from diverse national origins and social class. Reflect upon your own feelings about and experiences with diversity. Specifically examine encounters you have had with individuals of different

- Culture (foreign countries)
- Ethnicity (African American, Asian American, Latina/o, Native American)
- Regional backgrounds (southern, Midwestern, northern, western, etc.)
- Religion (Christian, Muslim, Judaism, Atheism, Agnostic, Wicca, Hindu, Amish, etc.)
- Gender (boys, girls)
- Sexual orientation and gender identity (lesbians, gay men, transgender, bisexual, intersexual)
- Disability or difference (physical, mental, height, weight, glasses, etc.)
- Social class (wealthy, middle-class, poverty, low income)
- Age (elderly, infants, toddlers, teenagers, etc.)

- Family structure (divorce, adoption, same gender parents, single parent, family member in prison, extended families, biracial, etc. and your reactions and comfort in these interactions. You may also want to bring notes for the discussion.

September 13: Informational Books

Read (and sticky note): *Essentials*, Chapter 9, pages 163-171

***Critical Literacy*, pages 4-26 (What is Critical Literacy?) And 35 - 40**

Find an award-winning nonfiction informational book on a topic that interests you. Don't be tricked -- some of these awards are for both fiction and nonfiction. Be sure your book says "Juvenile Literature" on the verso page. (Not a biography)

Orbis Pictus (website: <http://www.ncte.org/elem/pictus/>)

Coretta Scott King nonfiction winner (ala.org)

Pure Belpre nonfiction winner (ala.org)

National Science Teachers Association Award (nsta.org) (not all are nonfiction)

National Council of Social Studies Award (ncss.org) (not all are nonfiction)

Find a quality website on the Internet to find more information about the topic (bring website to class).

Written Assignment: Write about the book you selected responding to these four evaluation components (bullets are fine if you have lists).

1. APA bibliographic information.
2. Assess the quality of the format items (such as Table of Contents, Glossary, Illustrations, Charts, Graphs, Maps, Documentation, quality of writing)
3. Content issues (accurate? How do you know?) (Use website information)
4. How the book meets the criteria from page 167-168 in *Essentials*.
5. Use the Alternative Perspectives strategy with the book you read. (*Critical Literacy* p. 39-40)
6. Explain why you think this book won the awards and how you might use them (and website information) in an elementary school curriculum.

Find another non-award winning book on the same topic and compare (briefly)

September 20: Multicultural and International Literature

Read: *Essentials*, Chapter 10, pages 184-211: Multicultural and International Literature

Read *Critical Literacy*, pages 89-119. Exploring Identities

Read the multicultural novel for which you signed up on the first day of class. Sticky note pages to which you want to refer in your written paper and in class discussion.

Write a personal and analytical response to the book that includes:

1. Bibliographic information.
2. Information about the author and how and why the author wrote the book.
3. A very brief personal response (how you connected to the book).
4. Analytical and critical comments (use Internet or other books)
5. Curricular ideas regarding the book

September 27: Poetry

Project Pairs and Book selections due (See directions for Nov. 19)

Read: *Essentials*, Chapter 3 on Poetry and Plays.

***Critical Literacy*, pages 26-33 Ideology and Becoming Critically Literate**

Read one narrative poem book and one non-narrative poem book by a poet you think is good for children (NOT Shel Silverstein or Jack Prelutsky) and meets the criteria for good poetry in your textbook. Individually or with others, plan a very short oral reading/poetry performance of that poem or a section of your narrative poem **or bring in a video of children performing the poem. Be sure to bring both books to class.**

Written Assignment

For each poem

- (lyrical and narrative) write examples from the poem to demonstrate why the poem is “poetic” (ie elements of poetry)
- tell how you might encourage children to share the poems

October 4: Rosh Hashanah; Feast of Ramadan: No Class Meeting

Read books for your UAS assignment on diversity. (See Nov. 20)

October 11: Picture Books

Read: *Essentials* Chapters 2 (Learning about Books) and 4 (Picture Books)

***Critical Literacy* pages 73-77 and 124-128**

Find at least three picture books by the illustrator you selected from a list distributed in class for study. Make sure you have at least two books that are recently published.

Written Assignment

Complete an illustrator report handout for each student in the class, on the illustrator you chose to research. Research the illustrator on the Internet and in Reference Books (librarians are very helpful) to find out what motivates this artist’s work and how the artist creates the illustrations. Use the information in your textbooks to find out how to present illustrator art information (ie art technique, media, style, etc.) Create a handout for all class members containing illustrator and art information with a bibliography of the books you selected to share. Be sure to bring the books to class for your oral report on your illustrator. Notice this assignment is worth more points than the regular weekly assignments (10 points).

October 18: Realistic Fiction

Read: *Essentials* Chapter 7 on Realistic Fiction.

***Critical Literacy* pages 47-58 and 77- 87**

Assignment:

Read a realistic fiction novel that you signed up to read on the first day of class. Bring your book, sticky noted with personal and critical responses, to class to meet with others who read the same book. Look up the author to determine the author’s background for writing the book. In class you will share information on the book and how it met the criteria for good realistic fiction.

Written Assignment

Write a personal and critical/analytical response to the book. In other words, explain how you connected to the book (briefly) and how the book meets the criteria for good realistic fiction.

October 25: Traditional Literature

Read: *Essentials* Chapter 5 on Traditional Literature

***Critical Literacy* pages 41 - 46**

Read two different kinds of folk literature from two different cultures. Note the impact of the setting and culture of the folktale on the story. Note the different style of folk literature as a storytelling vehicle. Be prepared to read or tell one of your stories to a group of classmates.

Written Assignment (for children or adults)

Identify folktale elements that are germane to the culture of the setting of each folktale. Consider cultural elements such as language, clothing, housing, education, religion, government, music, art, food, celebrations, and any other aspects of culture that are evident.

November 1: Historical Fiction

Written Assignment due by e-mail; discussion on November 7

Read: *Essentials* Chapter 8 on Historical Fiction

***Critical Literacy* pages 135 - 139**

Read the Historical Fiction book you selected at the beginning of the semester.

Look up information on the era on the accurate Internet or in another book about the same era.

Write a brief personal and critical/analytical response to the book you chose to read.

- Include the historical information you learned about the era from your information search and how accurately the time period is portrayed in your book.
- Be sure to incorporate the criteria for quality historical fiction in your analysis.
- Include bibliographic information for your historical source and your novel.

Class Presentation: Sticky note your book and bring it to class to discuss in a literature circle and then present to the rest of the class. Be sure your presentation includes criteria for historical fiction from your textbook.

November 8: Modern Fantasy

Read: *Essentials* Chapter 6 on Modern Fantasy

***Critical Literacy* pages 119-124**

Read a fantasy novel, or two picture books suitable for elementary grades. Be sure to sticky note the book with your personal and critical responses and questions. Bring the sticky notes to class in the book.

Recommended Fantasy Authors

Ursula LeGuin, Philip Pullman, Lloyd Alexander, Susan Cooper, Bruce Coville, Madeleine L'Engle, Lois Lowry (*The Giver*), Sylvia Waugh (*Space Race*), Edward Eager (*Half Magic Series*), Patricia Wrede (*Dragon series*)

Write a personal and analytical response to the book(s) you read, including:

Class Assignment

Bring a blank piece of paper to class with the bibliographic information from your book(s) on the top, the type of fantasy, and information about the author. Leave the rest of the paper blank.

November 15: A Literature Curriculum

Read: *Essentials*, Chapters 11 and 12 on Developing Teaching Strategies & Curriculum

Find and Read an article (**not a “Teaching Ideas” piece** in RT) in one of the following professional journals about a teacher who teaches with literature in the classroom using one of the following techniques. These journals are in the Education Library or you may borrow my copies in class: *Journal of Children’s Literature*, *Dragon Lode*, *The New Advocate*, *The Reading Teacher*, *Children’s Literature in Education*, or *Language Arts*. (Home reading programs, Readers’ Theatre or Drama, Classroom libraries, Genre studies, Literature circles, Storytelling, Book clubs, Reading logs or journals, Reading workshop, Literature in the content areas)

Write a one-page summary of the article: what exactly is the procedure and why does it work?

Bring to class Your article and notes.

November 22: Literature Project Due Due: No Class NCTE

EAS Literature Project: To pass this course, you must successfully complete this key task with a rating of “met” or “met with weakness.” There are no exceptions to this rule. If the work receives a rating of “not met” in regards to the accomplished practices, it will either have to be revised or you will receive a failing grade. This Key Task is for demonstrating competence in the following State required Accomplished Practices:

4.1 The educator knows and identifies strategies, materials, and technologies to develop all PreK-12 students’ creative and critical thinking.

4.2 The educator designs activities that develop all PreK-12 students’ critical and creative thinking.

5.2 The educator demonstrates a repertoire of teaching techniques and strategies, including materials selection, to effectively instruct all PreK-12 students.

5.3 The educator shows sensitivity, acceptance, and value of all PreK-12 students from diverse backgrounds (race, ethnicity, gender, socioeconomic status, language, and special needs).

Objectives:

- To become a more critically analytical reader and to develop competence in professional inquiry.
- To demonstrate mastery of the knowledge, skills, and dispositions of the Accomplished Practices required of all entry-level educators by the State of Florida.

Project Description: You and a partner will conduct an inquiry on a topic of diversity in children’s literature that you want to learn more about. Select a culture or place other than your own and seek out books of award-winning quality (CLCD) that display cultural aspects of the place. Use the Internet and/or interview someone of the culture to

determine if the cultural depictions are accurate and not sensationalized. You must clear your topic with me by September 27.

Directions:

With a partner (or alone): Find two published articles each related to your topic. You and your partner will choose different articles and share the information in them with each other. These can be related specifically to children's literature or to your topic in general. Turn in a copy of each article.

Find at least four children's books, including one novel, related to your topic (1994-present). Read and analyze these books critically. All books must be read by both partners.

With your partner: Create a **10 minute presentation** on your findings that uses some public media (overhead, powerpoint, poster, video, etc.). Have a one-page handout with your article and book references listed and key points from your presentation.

Individually: Share one of the picture books you chose with a child (in your field placement). Observe and make notes on the student's interactions with the book. Try to capture the student's responses either by writing down what he/ she says and does or by asking them to respond in writing or by drawing. Your goal is to bring out the critical issues in this book and share/ discuss them with the child. Integrate the information you gather about the child's interactions with the book into your paper.

You can choose to do this project individually or to have a group of children read and respond to the books and write a paper about their responses.

November 29:

UAS Presentations

Class responses to UAS Presentations

December 6

Post-test on analyzing a picture book.

Post surveys

EAS Project Presentations

Evaluation

10 Written Book Response papers (3 each) or Notebook Review at end of semester	30 points
Weekly textbook quizzes - 2 points each	20 points
Illustrator report	15 points
EAS paper	20 points
Post-assessment	15 points
Total	100 points
Subtract 4 points for each class missed beyond one for an emergency	
Subtract 2 points if you are late to class or come unprepared	

Assignment Grading Criteria

- Content well conceptualized in relation to socio-cultural information
- Use of examples, quotes, and data to support what you are saying

- Thoughtful, analytical responses to books

Quality of Writing:

If you have writing problems we recommend that you go to the Reading/Writing/Teaching Center in the basement of Broward Hall. Writing will count on all written work for this class.

1. Show your depth of thinking: make connections, raise analytical questions, and present thorough discussions. The content discussed in the paper should be well conceptualized.
2. Present your ideas logically and clearly in a well-organized form: use specific examples to support your statements, develop your thinking logically, present opinions with strong beliefs and passion. Use examples, quotes and data to support your ideas.
3. Demonstrate your writing skills: proper beginning and ending, paragraphs with proper transitions, spellings, sentence structures, grammar, punctuation, word usage and expressions

Grading Scale:

A	93 – 100
B+	88 – 92
B	83 – 87
C+	78 -- 82
C	73 -- 77
D	68 – 72
E	below 68

A Note about Plagiarism

Any writing that you do in this course must be entirely your own work. You must document in APA style, all sources of information that you use for every assignment, including those retrieved from the Internet. You are strongly advised to purchase a current APA stylebook if you have not already done so, as APA style is required in most College of Education courses.

Develop a note-taking system that works for you when reading information to be used later in a paper. Paraphrase and summarize from original sources as you take notes. If your notes are not copied word-for-word from the original source, but are put into your own words instead, you are less likely to plagiarize. Plagiarism is a criminal offense and will be penalized by failing the course.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Information on procedures is located in the Student Guide at www.dso.ufl.edu/stg/ and is set forth in Florida Administrative Code.

Additional Resources in Children's Literature

- Bamford, R. A. & Kristo, J. A. (2003). *Making facts come alive: Choosing and using nonfiction literature K-8*. Second Edition. Norwood, MA: Christopher-Gordon
- Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.
- Sorenson, M. & Lehman, B. (1995). *Teaching with children's books: paths to literature-based instruction*. Urbana, IL: National Council of Teachers of English.
- Ammon, R. & Tunnel, M. (1992). *The story of ourselves: Teaching history through children's literature*. Portsmouth, NH: Heinemann.
- Hoyt, L., Mooney, M. & Parkes, B. (2003). *Exploring informational texts: From theory to practice*. Portsmouth, NH: Heinemann.
- Kiefer, B. (1995). *The potential of picturebooks*. Englewood Cliffs, NJ: Prentice Hall.
- Langer, J. (1995) *Envisioning literature: literary understanding and literature instruction*. New York, NY: Teachers College Press
- Lehr, S. (1994). *Battling dragons: issues and controversy in children's literature*. Portsmouth, NH: Heinemann.
- McClure, A. & Kristo, J. (1996). *Books that invite talk, wonder, and play*. Urbana, IL: National Council of Teachers of English.
- Polette, Nancy (2002). *Literature Lures: Using picture books and novels to motivate middlschool readers*. Morton Grove, IL: Libraries Unlimited.
- Roser, N. & Martinez, M. (1995). *Book talk and beyond: Children and teachers responding to literature*. Newark, DE: International Reading Association.
- Sloan, G. (2003). *Give them poetry! A guide for sharing poetry with children K-8*. NY: Teachers College Press.
- Vasquez, V. (2003). *Getting beyond I like the book: Creating space for critical literacy in K-6 classrooms*. Newark, DE: International Reading Association.
- Weir, Beth (2000). *Introducing children to folk tales*. Boston, MA: Christopher-Gordon.

APPENDIX D
UNIFIED ELEMENTARY PROTEACH UNDERGRADUATE PROGRAM FOR
STUDENTS ENTERING FALL 2005 AND LATER

(Cohorts 44 -)

Semester 1	Credits	Semester 2	Credits
Composition	3	EDF 1005 Introduction to Education	3
Liberal Arts Math I (MGF 1106)	3	Biological Science	3
Social/Behavioral Science	3	Literature 3	3
Physical Science	3	American History	3
Humanities (HUM 2511 recommended)	3	Statistics (STA 2023)	3

Semester 3	Credits	Semester 4	Credits
EDG 2701 Teaching Diverse Populations	3	EME 2040 Introduction to Educational Technology	3
Philosophy	3	College Algebra (MAC 1105 or higher)	3
Earth Science	3	Developmental Psychology (DEP 3053)	3
Science Lab	1	Speech	3
General Psychology (PSY 2012)	3	General Education Elective	3
General Education Elective	2		

Semester 5	Credits	Semester 6	Credits
EDF 3115 Child Development for Inclusive Education	3	EEX 3257 Core Teaching Strategies	3
EEX 3070 Teachers and Learners in the Inclusive School	3	EEX 3616 Core Classroom Management Strategies	3
SDS 3430 Family and Community Involvement in Education	3	RED 3307 Teaching Reading in Primary Grades	3
LAE 3005 Children's Literature in Childhood Education	3	LAE 4314 Language Arts for Diverse Learners	3
MUE 3210 Music for the Elementary Child	2	HSC 3301 Health Education in Elementary Schools	3
ARE 4314 Art Education for Elementary Schools	2	MAE 3811 Math Elementary Teachers	3
Field Component: Mentoring (Bright Futures),		Field Component: Integrated into SCE	

Semester 7	Credits	Semester 8	Credits
SCE 4310 Elementary Science Methods for the Inclusive Classroom	3	EEX 4905 Integrated Teaching Seminar	3
MAE 4310 Teaching Mathematics in the Inclusive Elementary School	3	SSE 4312 Social Studies for Diverse Learners	3
TSL 3526 ESOL: Language and Culture in Classrooms	3	RED4324 Reading in the Intermediate Grades	3
EME 4401 Integrating Technology into the Early Childhood Curriculum	3	EDE 4942 Integrated Teaching in Elementary Education	3
LAS ##### Social Science (3000 or above)	3	LAS ##### Social Science (3000 or above)	3
Field Component: Integrated into SCE 4310 and MAE 431, TSL 3526			
EEX 3070		4310 and MAE 4310, TSL 3526	

Bold = Core Courses

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