

5-2019

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An Investigation of Preservice Teachers' Knowledge of Diversity and
Multicultural Literature at One University

Rebecca Yeager

University of Arkansas

Abstract

The research study surveyed students classified as Juniors at the University of Arkansas currently enrolled in the Children's Literature course, a required class for both Elementary Education and Childhood Education degree program students attending the University of Arkansas. The survey that was administered is the *Cultural Diversity Awareness Inventory (CDAI)*. Additional data collected consisted of observations and interviews of students enrolled in the course. The research lasted one semester and consisted of multiple components. Through the study, the data suggests students grew in their knowledge of multicultural concepts and multicultural literature, but their growth was better measured through interviews, not the *CDAI* survey.

Acknowledgements

I would like to thank Dr. Imbeau for helping me select and implement my research project, sacrificing her valuable time to meet and answer my questions, supporting me in my Honors Thesis Grant award, and encouraging me to attend the 2018 NCTE Conference in Houston, TX. I would like to thank Dr. Karen Westberg for her invaluable assistance in helping me analyze and interpret my thesis data. I would like to thank Dr. Eilers and Ms. Kerr for serving on my honors thesis committee. Finally, I would like to thank the Honors College for providing me with a research grant which allowed me to implement my thesis to the best of my ability.

Introduction

Background of the Problem

This research of multicultural literature and preservice teacher awareness is valuable to Elementary Education and Childhood Education degree programs because including diverse cultures in education is important, and multicultural literature is a powerful medium teachers can use to employ diversity. When reading multicultural literature, children realize they are “not alone in the world” (Hughes-Hassell, 2014, p. 214). This emphasis on storytelling encourages empathy and understanding between societies because it gives the oppressed a voice (Hughes-Hassell, 2014, p. 219).

This problem of a lack of multicultural literature and representation within literature has existed for a long period of time. Larrick (1965) first exposed this problem and determined the lack of multicultural children’s literature had drastic consequences. While studying the issue, specifically the severely limited presence of African American characters in literature, Larrick (1965) found a serious problem. She noticed “nonwhite children are learning to read and to understand the American way of life in books which either omit them entirely or scarcely mention them” (Larrick, 1965, p. 1). To demonstrate the absurdity, Larrick (1965) discussed zoos and cities common throughout children’s books that were completely white. Larrick (1965) began a discussion and helped to end the negative public view towards purchasing multicultural books. Research like Larrick’s (1965) brings awareness to the diversity issues that were especially prevalent in the 1960s.

Horning (2014) expanded on Larrick’s (1965) idea by stressing the need for adults that interact with children to be aware of multicultural literature. While Horning (2014) discussed librarians, her ideas apply to teachers as well. She said librarians need to read multicultural

books because if the librarians read them and know them, they can recommend them to others. This knowledge is helpful because even if the library does not have very many multicultural books, the librarians can still share them with children. According to Horning's (2014) logic, teachers familiar with multicultural literature are more prepared to share it with their students.

Increase in empathy.

Hughes-Hassell (2013) and other researchers discuss an even deeper value of multicultural literature. According to Hughes-Hassell (2013), emphasizing telling the stories of diverse peoples and cultures encourages empathy and understanding between societies because it gives the oppressed a voice (p. 219). Robinson (2013) argues multicultural literature promotes social awareness. Robinson (2013) also emphasizes the role of school in this process when he discusses how school can help expand children's views of other cultures instead of just relying on their family experiences. Because researchers argue this growth of empathy is the case, it makes exposure to multicultural literature even more critical to students.

Growing minority population.

Today's contemporary classrooms require teacher preparation programs to teach preservice teachers the issues surrounding diversity in general and multicultural literature specifically. Hughes-Hassell (2013) remind us that "today, more than one-fifth of America's children are immigrants or children of immigrants," and, "soon there will be no majority racial or ethnic group in the United States—no one group that makes up more than fifty percent of the total population" (p. 213). Therefore, multicultural literature research is critical for preservice teachers to understand.

While this research is increasingly important because of the growing minority population, it is relevant regardless of a school's demographics. According to William & Haag (2011), it is

essential to share multicultural literature with all students, not just with the ethnicity the author is writing about. The authors explain that some librarians and teachers do not understand or think that all children need to read multicultural books, and therefore they do not share the books with all children. However, Williams & Haag (2011) emphasize all children can benefit from reading about and understanding cultures different from their own (p. 52).

Purpose and Significance of the Study

Tracking how well students are grasping the importance of multicultural literature and their growth throughout the semester should help the University of Arkansas and College of Education and Health Professions know how effective their course is in preparing students to be teachers. If data determines the course effectiveness, the college can use this data to support their degree program. If the data suggests the course is ineffective on this issue, the college can consider infusing more information regarding diversity during the current course or creating another course.

The data and success of the course are significant because multicultural literature and the presence of diversity in schools is necessary to create a competent school and classroom environment. Therefore, it is essential that the University of Arkansas prepares students to be aware of multicultural literature.

Literature Review

Studies evaluating how to prepare preservice teachers have been previously conducted and were reviewed based on their significance to the study. Both empirical research and recommendations from the literature are included in this review.

Cultural Diversity Awareness Inventory

One way that researchers have investigated this topic is through the *Cultural Diversity Awareness Inventory (CDAI)* survey. The *CDAI* survey has been used by Brown (2004), Collins (2009), and Iwai (2013). It consists of 28 questions (Brown, 2004, p. 328). Iwai (2013) states:

The *Cultural Diversity Awareness Inventory (CDAI)* was originally developed by Gertrude Henry in 1986. It measures educators' awareness of cultural diversity and multicultural education. It uses a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree) with some reverse responses intermittently. The *CDAI* has 28 items. Later, he[sic] revised the original *CDAI* in 1995 by refining wording for the statements along with the professional panel review. A panel of professional experts reviewed all items for content validity, and more than five hundred educators participated in his study. Based on the advice and feedback from them, Henry revised some items. The overall internal consistency reliability for the revised *CDAI* was .90 (Cronbach alpha), using a larger sample of educators. He[sic] also confirmed validity using feedback from the panel. (p. 190)

The *CDAI* is a reliable method to test for cultural awareness and growth in preservice teachers.

Questions to Determine Diversity Awareness

Additionally, Iwai (2013) asked students open ended questions such as: "(1) What is multicultural literature? (2) Do you know any multicultural children's books? If so, please write titles of the books. (3) Do you know any authors who write multicultural children's books? If so, please write their names. (4) Why do you think multicultural literature is important in education? (5) Assume you are a classroom teacher. What particular ethnic group(s) would you like to focus on in your teaching? Why? (6) How would you use multicultural literature in your teaching? Any particular teaching/reading approaches? In what subjects?" (p. 190). Iwai (2013) asked students

to complete the questionnaire at the beginning and end of the semester (p. 190). Iwai (2013) found that preservice teachers were most familiar with cultural diversity at the end of the study (p. 193). Also, the students became more knowledgeable about the number of multicultural books available and how the books supplement education (Iwai, 2013, p. 192).

Other researchers have used reflective journals, interviews, and reaction papers to gather information on “the course’s purpose, usefulness, and influence on their worldview, cross-cultural interactions, and effectiveness as future classroom teachers” (Brown, 2004, p. 329). Brown (2004) discovered that the course increases diversity awareness.

Previous Research Findings

Iwai (2013) discovered that the students in the course were not exposed to multicultural children’s literature, but they were interested in using the books in their classroom.

Brown (2004) discovered that learning about cultural diversity increases a preservice teacher’s cultural diversity awareness. Courses are more effective if they include field experiences and research that involves cultures different from the student’s own. In conclusion, a cultural diversity course can increase a preservice teacher’s awareness of diversity in some areas.

Collins (2009) determined preservice teachers are aware of the *CDAI* categories: general cultural awareness, cultural diverse families, cross-cultural communication, assessment, and creating a multicultural environment (p. 81). The study did indicate that preservice teachers need to improve their awareness of other cultures and languages and how those may affect students (Collins, 2009). Collins (2009) recommends that teachers should strive to improve their cultural awareness while teaching, but they were adequately prepared as preservice teachers.

Methodology

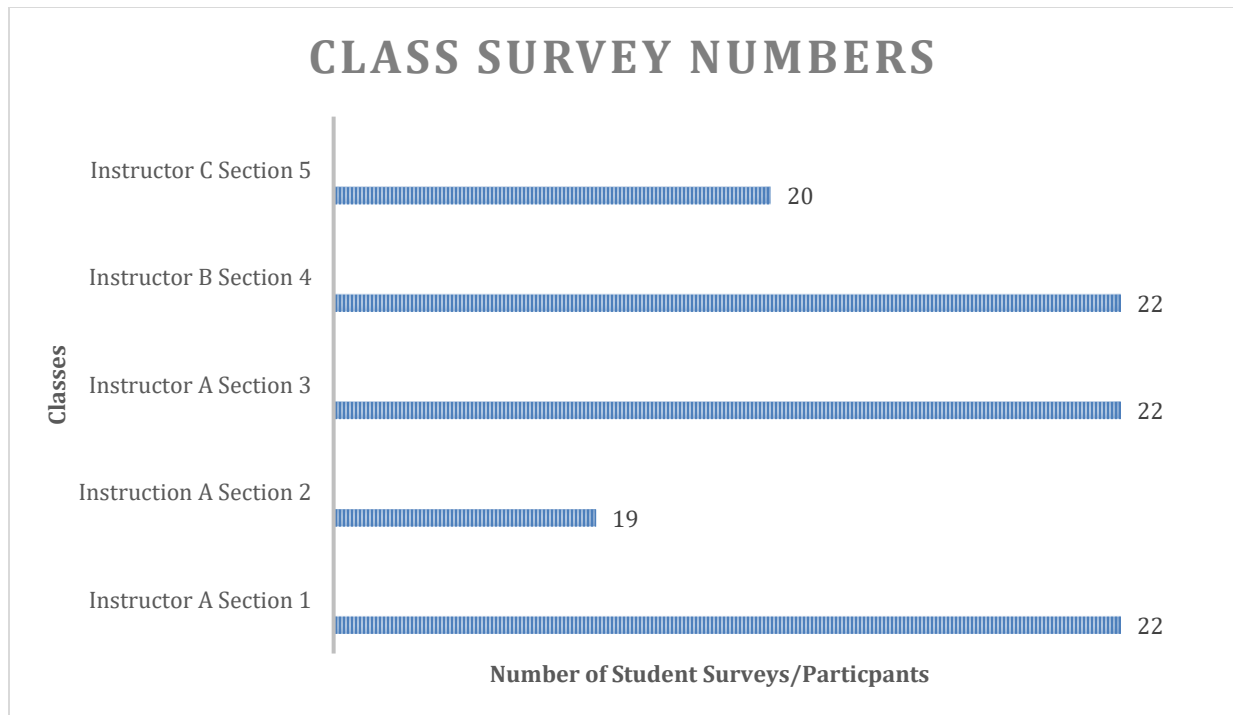
This honors thesis and subsequent research sought to determine how prepared Elementary Education and Childhood Education students at the University of Arkansas are for becoming teachers aware of multicultural literature. The research evaluated the University of Arkansas preservice teachers by using the *Cultural Diversity Awareness Inventory (CDAI)*. The *CDAI* was created by Gertrude B. Henry in 1986 (Collins, 2009, p. 46).

Setting

This study was conducted at the University of Arkansas by using the Children's Literature course CIED 3103 in Fall, 2018. This study focused on the effectiveness of University of Arkansas courses in preparing preservice teachers to be culturally aware, specifically regarding children's literature.

Participants

The research project consisted of evaluating preservice teachers enrolled in the Children's Literature course CIED 3103 at the University of Arkansas in Fall 2018 to determine their knowledge regarding the importance of multicultural education. There are five sections of the course CIED 3103. All five sections were given the survey to complete. Each section contained about 20-30 students. The sections were taught by three different professors.



Data Collection

Survey.

Data were collected from students enrolled in CIED 3103 throughout the semester. Students completed the *CDAI* survey at the beginning and end of the semester using a printed copy of the survey. The *CDAI* survey was administered to all students enrolled in the Children's Literature courses. The *CDAI* survey in the format in which it was administered may be found in Appendix A.

Interview.

Nine selected students were interviewed about their growth concerning multicultural literature during the semester using researcher developed interview questions. During the interviews, students were asked about their progress in the course and questions about multicultural children's literature books to demonstrate their knowledge and understanding of diversity issues. The questions asked of students are listed in Appendix B.

Supplemental Data

While collecting data, I traveled to the 2018 National Council of Teachers of English Conference in Houston, TX. The conference's theme was Student Voice, so I was able to listen to many esteemed English education lecturers discuss the importance of multicultural literature and promoting student voice.

Results

The study measured 103 participants enrolled in the Children's Literature course CIED 3103.

Survey Data

Administration of data. During the second week of class and the last week of class, I attended each section of Children's Literature and administered a paper copy of the *CDAI* survey to all participants. After receiving the surveys, I entered the data into a Microsoft Excel document. Within the document, I created different pages that recorded the data of each class. Data were entered anonymously, as the students did not place their names on the survey, only their instructor and section number. In Microsoft Excel, Dr. Karen Westberg tested the data for statistical significance. She found there to be no significant change between the first survey and second survey between the classes as a whole.

Scoring alterations. Some questions from the *CDAI* questionnaire were reverse scored. Answers of "5" show the student as culturally responsive. Answers of "1" show the student as not culturally responsive. Certain questions were reverse scored, so that "5" could be the culturally responsive answer. The questions reversed scored were: 2, 6, 8, 9, 12, 14, 23, 24, 25, 26, and 27. All of these questions are listed in Appendix A. Question 1 was omitted entirely. It asked, "I believe my culture to be different from some of the children I serve." This question did

not have a clear culturally responsive answer because it was a question about demographics, and because the students taking the survey do not have classrooms they are serving, the question was not applicable.

Survey results. The mean ratings across all 27 items were calculated for each undergraduate student on each survey. As mentioned earlier, the first item of the 28-item survey was not included in subsequent analyses. Item one was not included in the data analysis. The item asked the preservice teachers to determine if they agreed or disagreed with the statement, “I believe my culture to be different from some of the children I serve.” Due to the nature of this question, it is asking the teachers to judge an item based on their situation, not on their bias. Also, the preservice teachers were not placed in permanent schools at this point in time, so they were unable to appropriately answer this question. A total of 102 students completed both the pre survey and the post survey. A “summary independent samples t-test” procedure revealed no significant differences between the pre and post survey scores ($t= 1.66$, $p >.05$). The overall means and standard deviations for the two samples are shown in Table 1 below.

Table 1

Pre-Post Survey Means and SDs (N = 102)

	Mean	Std. Deviation
Pre-Survey Total	3.170	.285
Post-Survey Total	3.104	.282

The students completing the surveys were in five-course sections. One-way ANOVAs on the pre surveys and the post surveys indicated no significant differences ($p>.05$) between the course sections.

Interview Data

Nine participants were interviewed about the CIED 3103 course and their knowledge of multicultural literature and teaching strategies. There were five sections of CIED 3103, and three instructors, Instructors A, B, and C. Three students from each teacher comprised a total of nine interviews. During the interviews, comments from the participants were recorded and analyzed around the four categories shown below in Table 2. These categories were primarily determined from the questions asked (see Appendix B). The four categories of teaching strategies, beliefs, growth, and recommendations for course modifications and the students' comments about that issue are indicated by a student letter. Students A, B, and C were from Instructor A's class. Students D, E, and F were from Instructor B's class. Students G, H, and I were from Instructor C's class. .

Table 2

Responses from Student Interview Data

Categories	Responses
Teaching Strategies	<p>All students interviewed recommended creating lesson plans while using multicultural literature as a way to incorporate multicultural literature in the classroom.</p> <p>Student B— “I know to make sure when teaching not to perpetuate stereotypes by only teaching about one culture. For example, I won't teach about Mexico but not other Central American countries.”</p> <p>Student B— “I will present culture in different mediums with multimodal presentations.”</p> <p>Student D— “I will make sure to emphasize the similarities, not differences, between people.”</p> <p>Student E— “I plan to add multicultural literature to classroom library. Teachers should let students read independently and read them in [their] classroom to [their] students.”</p>

	<p>Student F— When teaching a lesson on another culture with a fiction book, I will, “pull nonfiction work about this specific culture first to give an introduction to the culture.”</p> <p>Student G— My classroom library “Will include all types of books and genres: chapter books, picture books, no word books, magazines,” etc.</p> <p>Student H— “I would ask the students with the culture how they would want to introduce their culture, see if they want to talk about the culture themselves.”</p> <p>Student H— “Don’t just focus on [other cultures] for a unit, focus on them throughout the year.”</p>
Beliefs	<p>All students interviewed believed multicultural literature is an important classroom component.</p> <p>Student A— Explained that she will make sure her library is diverse in “cultures, socioeconomic status, disabilities,” etc.</p> <p>Student E— Through multicultural books, “students can get a diverse look at relationships between families.”</p> <p>Student E— “Reading is one of the first things you expose kids to. It is important that they have a positive exposure to different cultures with multicultural literature.”</p> <p>Student F— “There is always a book that a student will relate to and fall in love with.”</p> <p>Student G— “Teaching students [about multicultural literature] at a young age helps eliminate bias.”</p>
Growth	<p>Student A— Before the course “I didn’t consider how kids need books before because my school from home was homogenous.” Student A— “The course helps me in my own life to realize people are different but that doesn’t mean they should be treated differently.”</p> <p>Student B— “The course will help me judge books based on criteria.”</p> <p>Student C— “I had never thought about how I would feel not seeing myself in a book before as a white female.”</p> <p>Student C— “We need books to fill in the gaps of other cultures that students may have.”</p>

	<p>Student D— “I wasn’t a reader as a kid, and I couldn’t read. This class opened my eyes to different types of books and the variety you can put in classroom.”</p> <p>Student E— The course, “opened my mind about important themes, messages, and symbols addressed in literature.”</p> <p>Student E— “I understand that there are more perspectives and more ways of telling stories.”</p> <p>Student F— I now “enjoy reading picture books and learning lessons from them as an adult.”</p> <p>Student F— I know how to “develop a classroom library based on genres and subgenres.”</p> <p>Student G— “It is important to have multicultural literature in the classroom, but you have to make sure it is accurate, not exaggerated.”</p>
<p>Recommendations for Course Modifications</p>	<p>Student B— “could have had an activity for multicultural literature instead of just reading articles;” “All of the sample books seemed to just be African American books. Other genres within multicultural literature were not addressed.”</p> <p>Student D— “We were only required to find three multicultural books. The course should expand to different cultures. Three doesn’t provide exposure to enough cultures</p> <p>Student E— “The course is a lot all at once. There is so much work within the first month, and it is difficult to make everything perfect.</p> <p>Student F— “Multicultural literature is the last part of the reading response portfolio. It should be moved to the beginning because we aren’t getting enough exposure to the idea of multicultural literacy in children’s books.”</p> <p>Student G— “I wish we had given more time to multicultural literature. We gave a lot to the other genres, and just briefly said any books in those genres with other cultures are multicultural literature.”</p> <p>Student H— “We only talked about multicultural texts on one day with the PowerPoint in class. It was not an ongoing thing. It could have been mentioned more often with the different text categories.”</p>

The interview data suggests that students had several opinions about the Children's Literature course and ideas for course improvement around the topic of multicultural literature. In the teaching strategies section, every student explained how they would include multicultural literature in their classroom library because it is an important component. Students A, D, E, and I said it was important to talk about how cultures are both similar and different from the students' own culture. Students B, G, and I explained it was important not to perpetuate stereotypes through literature. Students B, C, and G talked about creating a unit about different cultures that would include books. Students B, C, and G talked about lessons they could create that would include books and discuss different cultures. Students H and I explained they would want to learn about student background knowledge or have a student introduce a culture unit if it is applicable to that student.

In the teaching beliefs section, the interviewees explained what they now believe about multicultural literature and teaching. Students A, B, D, F, G, H, and I talked about how multicultural books can prevent ignorance and broaden cultural perspectives for students. Students A, C, E, F, G, and H talked about how all students need to see themselves represented, and how that often allows them to enjoy reading. Students A, B, C, and F talked about how multicultural literature is important in the classroom more generally. Student B talked about the importance of teachers being culturally aware.

Students addressed different aspects of their growth throughout the semester. Students A, B, C, D, E, F, G, and I discussed how they had never thought about the multicultural literature classification before taking the course. Students A, C, D, G, H, and I talked about how they can now more easily recognize multicultural literature and authors. Students B, C, F, and H discussed their new ability to judge book based on criteria and select quality books for their classroom.

Students A, B, C, D, G, and H discussed how they now understand the importance of multicultural literature.

Some students had suggestions for course modifications. Students B, D, F, G and I believed the course could have done more to address multicultural literature. Students E, F, and G believed the subject of multicultural literature was talked about too late. Student E believed the course load was too much at the beginning of the semester.

Discussion

This study sought to measure multicultural growth and awareness in preservice teachers at the University of Arkansas before and after they completed the CIED 3103 Children's Literature course. The data suggests that students grew in their cultural awareness and strategies for teaching other cultures during the course. This growth was best measured by the nine interviews. The *CDAI* survey, however, was insignificant.

Interviews

During the interviews, certain topics were addressed multiple times by students, or they were only addressed by a select few of the nine students.

All students answered that they would include multicultural literature in their classroom libraries. Because many also mentioned they had previously never thought about multicultural literature, planning to include multicultural literature in their library shows a direct correlation between the course and their teaching strategies.

Student B was the only interviewee that directly addressed the importance of teachers being culturally aware. Most students just focused on the books, due to the nature of the questions, but Student B also addressed the teacher's responsibility. While the researcher

detected that interviewees were aware of the importance of a teacher due to the fact that they provided teaching strategies, it would have been reassuring to hear them talk about specific ways they will facilitate cultural growth.

Multiple students discussed the importance of motivating students to read and how that may be accomplished through multicultural books so the students can see themselves reflected in the stories. When the interviewees discussed encouraging their future students to read, it was reassuring that they all were convinced all students are capable of reading and loving reading—they just had to help find them the right book.

When students later become teachers and select books for their units/lesson plans and classroom libraries, they will have an idea of how to select books due to the fact that most interviewees explained they are now familiar with many more multicultural books and authors.

In regard to changing the course, many students agreed more emphasis and time could be given to the concept of multicultural literature. Some were not satisfied with the one week and a small portion of the portfolio assignment multicultural literature was given because it is so prevalent and so important for children and teaching. Other students believed the subject was discussed too late. The late discussion was an issue because it meant students were not aware of the crossover of the genre when they were searching for literature in other genres. They also did not have all semester to grapple with the importance of multicultural literature.

Conclusions

This study showed growth from the qualitative data, but the quantitative data were not significant. Although this study was modeled after the Iwai (2013) study, there are major differences in the two studies, such as the class students were enrolled in while surveyed and interviewed and the number of participants. However, the results from the two studies do have

some similarities. Mainly, both studies found no statistically significant changes between the pre and post *CDAI* surveys that were administered to the preservice teachers. Iwai surveyed 19 preservice teachers, while this study surveyed 102. In Iwai's (2013) study, the qualitative data also were found to be more informative than the quantitative data.

Limitations

There were both positive and negative limitations for this study.

Positive. The study was limited in a positive way due to its population. Many of the students surveyed and interviewed are already informed about cultural issues within the teaching profession. Because the participants selected teaching as their major and future career, most are educated and aware of teaching issues. Also, the current political climate has made issues of diversity increasingly discussed which may have contributed to the preservice teachers' awareness.

Negative. The study also has many negative limitations. First, the *CDAI* survey was limiting. As stated above, there were no statistically significant results gathered from the survey while the interview data showed qualitative changes.

As mentioned above in the positive limitation section, the population surveyed is mostly aware of culturally issues and how they may impact students. However, this awareness may have led to a negative limitation. Because students know what it means to be culturally aware, many were probably selecting answers that they thought were the "correct" answer, not necessarily answers that accurately reflected their beliefs. Although the students were told that their answers were anonymous, taking the survey next to their classmates could have still pressured the students when they were selecting answers. The students attempted to ask the research which answers were most culturally sensitive. While no answers to the question or guidance was

provided, it was obvious that many were striving to choose the most culturally responsive answer.

Students were only in the Children's Literature course for one semester. This caused two limitations. First, there was a limited amount of teaching with which the instructors could provide the students. Also, there was a limited amount of time in which the students could learn.

Overall, the *CDAI* survey was likely not the most effective way to evaluate the culturally responsive changes in students. While other methods may find a way to receive quantitative data that supports growth in multicultural awareness from the Children's Literature course, the qualitative data were much more helpful in this study.

Implications

The study suggests that it is difficult to determine young people's ideas and beliefs. Also, the study suggests that university students generally feel positive about multicultural literature. Because they have not yet had long term classroom experiences as an Intern or classroom teacher, their responses may have focused on what they hope they will do when they are teaching instead of teachers filling out this survey that can answer truthfully what they do and think in their classroom.

If another college conducted this study with students just entering the program in their first semester of courses discussing multicultural concepts, it is likely the study would receive the same results because it would have many of the same limitations outlined above.

Recommendations

For future studies, there are multiple recommendations. A future study may be more successful if researchers develop a survey meant for preservice teachers that is able to judge smaller periods of multicultural awareness and growth.

Students may have been more pressured into selecting culturally responsive answers since they took the survey during class time. While it was beneficial to take the survey during class time to maximize participation, students may have been more truthful in an environment where they were alone instead of in an environment surrounded by their peers. To remedy this situation, it would be helpful to have students take the survey by themselves or in a way where other students would not be next to them.

Summary

This study sought to measure multicultural growth and awareness in preservice teachers. The data suggested that students grew in their cultural awareness and strategies for teaching other cultures during the course because 100% of the interviewed students were able to provide specific strategies for teaching multicultural literature; however, students' growth was best measured by the nine interviews rather than the CDAI survey. Based on the issues consistently discussed by students, the students believe they are adequately prepared to create a classroom library and include literature that represents all their students.

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Appendix A

CULTURAL DIVERSITY AWARENESS INVENTORY (CDAI)

Written by Gertrude B. Henry (1986)

Direction: For each question below, circle the number that best represents your beliefs. Note that each number is associated with a written response as seen below.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

I believe.....

1. My culture to be different from some of the children I serve.

1 2 3 4 5

2. It is important to identify immediately the ethnic groups of the children that I serve.

1 2 3 4 5

3. I would prefer to work with children and parents whose cultures are similar to mine.

1 2 3 4 5

4. I would be uncomfortable in settings with people who speak non-standard English.

1 2 3 4 5

5. I am uncomfortable in settings with people who exhibit values or beliefs different from my own.

1 2 3 4 5

6. Other than the required school activities, my interactions with parents should include social events, meetings in public places (e.g., shopping centers), or telephone conversations.

1 2 3 4 5

7. I am sometimes surprised when members of certain ethnic groups contribute to particular school activities (e.g., bilingual students on the debate team or Black students in the orchestra).

1 2 3 4 5

8. The family's view of school and society should be included in the school's yearly program planning.

1 2 3 4 5

9. It is necessary to include on-going parent input in program planning.

1 2 3 4 5

10. I sometimes experience frustration when conducting conferences with parents whose culture is different from my own.

1 2 3 4 5

11. The solution to communication problems of certain groups is the child's responsibility.

1 2 3 4 5

12. English should be taught as a second language to non-English speaking children as a regular part of the school curriculum.

1 2 3 4 5

13. When correcting a child's spoken language, one should role model without any further explanation.

1 2 3 4 5

14. There are times when non-standard English should be ignored.

1 2 3 4 5

15. In asking families of diverse cultures how they wished to be referred to (e.g., Caucasian, White, Anglo) at the beginning of our interactions.

1 2 3 4 5

16. In a society with as many racial groups as the U.S.A., I would accept and expect the use of ethnic jokes or phrases by some children.

1 2 3 4 5

17. There are times when racial statements should be ignored.

1 2 3 4 5

18. A child should be referred to for testing if learning difficulties appear to be due to cultural differences and/ or language.

1 2 3 4 5

19. Adaptations in standardized assessments are questionable since they alter reliability and validity.

1 2 3 4 5

20. Translating a standardized achievement or intelligence test to the child's dominant language gives the child an added advantage and does not allow for peer comparison.

1 2 3 4 5

21. Parents know little about assessing their own children.

1 2 3 4 5

22. The teaching of ethnic customs and traditions is NOT the responsibility of public school programs or personnel.

1 2 3 4 5

23. It is my responsibility to provide opportunities for children to share cultural differences in food, dress, family life and/ or beliefs.

1 2 3 4 5

24. Individual Education Program meetings or program planning should be scheduled for the convenience of the parent.

1 2 3 4 5

25. I make adaptations in programming to accommodate the different cultures as my enrollment changes.

1 2 3 4 5

26. The displays and frequently used materials within my setting should show at least three different ethnic groups or customs.

1 2 3 4 5

27. In a regular rotating schedule for job assignments which includes each child within my setting.

1 2 3 4 5

28. In one's knowledge of a particular culture should affect one's expectations of the children's performance.

1 2 3 4 5

Appendix B

Interview Questions for Individual Interview

1. How would you introduce this culture to students if they were previously unfamiliar with it by using this children's book?
2. In what ways do you believe this book will benefit your future students?
3. What lesson could you use this book to teach in your classroom?
4. What have you learned about multicultural literature from this course?
5. How do you think this course will impact you in your future as a teacher?
6. How do you think this course will impact you in your future outside of the classroom?
7. Do you think multicultural literature is an important component in the classroom? Why?
8. How would you incorporate multicultural literature into the classroom?
9. What multicultural literature and authors are you familiar with?
10. To what extent were you aware of multicultural literature and authors before this course?
11. How would you modify this course to expand your knowledge of cultural awareness in general?
12. How would you modify this course to expand your awareness and knowledge of multicultural literature awareness?