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LIBRARY MEDIA SPECIALISTS ARE NOT READY TO “RADICALLY CHANGE”:
THE USE OF RADICAL CHANGE CHILDREN’S BOOKS IN NEW JERSEY
SCHOOL MEDIA CENTERS

by
Elena Brown

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 1, 2008

Approved by _____
Advisor

Date Approved May 1, 2008

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ABSTRACT

Elena Brown

LIBRARY MEDIA SPECIALISTS ARE NOT READY TO “RADICALLY CHANGE”:
THE USE OF RADICAL CHANGE CHILDREN’S BOOKS IN NEW JERSEY
SCHOOL MEDIA CENTERS

2007/08

Dr. Marilyn Shontz

Masters of Arts in School and Public Librarianship

The purposes of this study were to (a) determine if LMSs were using titles from a suggested list of titles found in *Radical Change* with kindergarten to third grade students, (b) determine how LMSs were using books with *Radical Change* characteristics; and (c) determine if LMSs were not using books with *Radical Change* characteristics, what were the reasons why they were not using or did not own the books. From the results of the questionnaire, the majority of the respondents had not heard of Dr. Eliza Dresang and her theory of Radical Change. It was also determined that many of the suggested nonfiction titles were not owned because the LMSs were unaware of the titles. The questionnaire determined that the titles that were owned by the LMSs, both nonfiction and fiction, were mainly used as suggestions for students to check out. LMSs who were not using books with *Radical Change* characteristics were creating a disadvantage for their students.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

Introduction and Importance

Library media specialists (LMS) are competing in an age of technology. To enrich and engage students in picture books requires much more than the typical picture book produced in the past. Today's children's books must meet the ever growing advancements and expectations of today's technologically advanced student. In her book, *Radical Change: Books for Youths in a Digital Age*, Dr. Eliza Dresang outlined the specific criteria for children's books that help engage young readers' learning and making meaning of the digital world around them. LMSs who are using children's books as defined by *Radical Change* are engaging young readers thus creating an advantage for those students. If LMSs are not using the titles, they may not be engaging the student thus creating a disadvantage.

In her book, Dresang suggested those children's books that include the digital age principles of "interactivity, connectivity, and access" (Dresang, 1999, p. 12) will engage today's students. She outlined three types of change in children's literature. The three fundamental changes deal with changing form and formats, changing perspectives and changing boundaries (Dresang, 1999).

Purpose of Study

The purpose of this study was to determine if LMSs were, or were not, using titles from a suggested list of titles as defined by *Radical Change* with kindergarten to third grade students in order to fully engage the young reader. This study also determined why LMSs were, or were not, using *Radical Change* children's books. Another aspect was when LMSs were using the titles from the suggested list of children's books, how did they use them. Questionnaires were distributed to LMSs teaching students in grades kindergarten through third grade. The results of this study were used to illustrate how well LMSs were using titles supporting the *Radical Change* theory to meet the needs and expectations of the young readers in a digital world.

Definition of Terms

Library media specialist: "A librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher" (LMS), (Reitz, 2004-7).

School library: "A library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a *school librarian* or media specialist" (Reitz, 2004-7).

Children's book: "A book written and illustrated specifically for children up to the age of 12-13. Included in this category are juvenile fiction and nonfiction, board books, nursery rhymes, alphabet books, counting books, picture books, easy books, beginning readers, picture storybooks, and storybooks" (Reitz, 2004-7).

Radical Change children's book: Children's books that include the digital principles of "interactivity, connectivity, and access" (Dresang, 1999, p. 12).

Young readers: Students enrolled in grades kindergarten through third grade in a public school who are growing up in the digital world. The young reader is looked on as "the-child-as-capable-and-seeking-connection" (Dresang, 1999, p. 57).

Synergy: "Words become pictures and pictures become words" (Dresang, 1999, p. 88).

Graphic: "All types of visual presentations and designs, including the use of the printed word to represent sound or convey meaning from the way it looks" (Dresang, 1999, p. 19).

Connectivity: "The connections that readers make with hyper-text-like links, both visual and mental, prompted by the changing form and formats of handheld books" (Dresang, 1999, p. 12).

Interactivity: "Refers to both reader and book. . . Digital-age readers interact with these books by making decisions as they read; they may approach the text in various nonlinear or non-sequential ways that the author does not determine in advance" (Dresang, 1999, p. 12).

Access: "The breaking of long-standing barriers in literature for youth – barriers that blocked off certain topics, certain kinds of characters, certain types of language" (Dresang, 1999, p. 13).

Hyper-text: "Text that branches and allows choices to the reader; it is usually associated with the computer, but it is used ... to describe a hyper-text experience in the handheld book" (Dresang, 1999, p. 21).

Handheld book: “A book which can be held in the hand and read without the assistance of an electronic device” (Dresang, 1999, p. 5).

Assumptions and Limitations

The following assumptions and limitations were applied to this study. One assumption made was that LMSs may not have the budget to buy enough book titles to follow the *Radical Change* theory. Another assumption made was the LMSs were accurate and honest in their responses to the questionnaire. The last assumption made was that OPAC records from participating LMSs media centers were accurate and up to date. This study was limited to LMSs who taught grades kindergarten through third in schools within school districts in New Jersey. This study was also limited to the *Radical Change* theory as composed by Dr. Eliza Dresang.

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CHAPTER TWO

REVIEW OF LITERATURE

Dr. Eliza Dresang presented her theory of *Radical Change* to demonstrate how contemporary children's literature is "changing in step with positive changes in the digital world" (Dresang, 1999, p. 14). LMSs must keep up with the changes in contemporary children's literature to meet the needs of today's young reader. One way to keep up with the needs of the young reader is to offer books in school libraries with *Radical Change* characteristics.

In her book *Radical Change* (1999), Dresang names the three types of changes occurring in contemporary children's literature that are "all related to the connectivity, interactivity, and access of the digital world" (p. 17). The three changes are outlined in Table 1. The first type of change Dresang outlines in her theory is "Radical Change Type One: Changing Forms and Formats." Dresang identifies books with these changes as books that "convey information in a bold, graphic manner and in exciting new forms and formats" (p. 19). According to Dresang, a children's book that uses Radical Change: Type One includes one or more of the following characteristics: "graphics in new forms and formats, words and pictures reaching new levels of synergy, nonlinear organization and format, nonsequential organization and format, multiple layers of meaning or interactive formats" (p. 19).

Table 1

Radical Change Theory Characteristics in Books

<i>Types of Radical Change</i>	
Changing Forms and Formats (Type One)	<ul style="list-style-type: none"> - Graphics in exciting new forms and formats - Words and pictures reaching new levels of synergy - Nonlinear organization and format - Nonsequential organization and format - Multiple layers of meaning - Interactive format
Changing Perspectives (Type Two)	<ul style="list-style-type: none"> - Multiple perspectives, visual and verbal - Previously unheard voices - Youth who speak for themselves
Changing Boundaries (Type Three)	<ul style="list-style-type: none"> - Subjects previously forbidden - Settings previously overlooked - Characters portrayed in new, complex ways - New types of communities - Unresolved endings

The second type of change Dresang outlines is “Radical Change Type Two: Changing Perspectives” (Dresang, 1999, p. 24). Children’s books that include this type of change have one or more of the following characteristics: “multiple perspectives, visual and verbal, previously unheard voices or youth speak for themselves” (p. 24).

The third, and last, change that Dresang explains is one that presents the “opportunity for authors to push the boundaries as they explore actions, emotions, and life situations uncommon in literature for youth” (Dresang, 1999, p. 27). This last type of change is “Radical Change Type Three: Changing Boundaries” (p. 26). Children’s books that incorporate one or more of the following characteristics are identified by this type of change: “subjects previously forbidden, settings previously overlooked, characters portrayed in new complex ways, new types of communities or unresolved endings” (p. 26).

LMSs must decide if they need to include *Radical Change* children’s books in their school libraries. It is also the responsibility of the LMS to explore and teach *Radical Change* with students. *Radical Change* children’s books include characteristics that represent those found with, or associated, with digital media. This is referred to by Dresang as the “handheld book.” This presents the question; do students have the skills, or knowledge, to comprehend *Radical Change* books?

According to Dresang, the young reader can be seen as “the-child-as-capable-and-seeking-connection” (1999, p. 57). The young reader makes meaning from the *Radical Change* picture book because it is so closely related to the digital world to which they are accustomed. Not only does Dresang feel the young reader is able to comprehend *Radical*

Change books, but so does Seymour Papert, who is a professor at the Massachusetts Institute of Technology. In his book *The Children's Machine: Rethinking School in the Age of the Computer*, Papert presented the skills and inherent knowledge that children possess that enables them to succeed in a digital world. According to Papert, "The love affair involves more than the desire to do things with computers. It also has an element of possessiveness and, most importantly, of assertion of intellectual identity" (1993, p. ix). The young reader has a connection to the digital world that surpasses that of adults.

Sylvia Pantaleo (2002), an assistant professor in the Department of Curriculum and Instruction in the Faculty of Education at the University of Victoria, conducted two studies that highlighted the connection elementary students have with *Radical Change* books. In her study "Grade 1 Students Meet David Wiesner's *Three Pigs*," Pantaleo discussed the understandings and responses of first grade students to the *Radical Change* characteristics presented in David Wiesner's book *The Three Pigs*.

In this study, Pantaleo (2002) documented children's responses and understandings to the following *Radical Change* characteristics: Radical Change Type One: graphics in new forms and formats, words and pictures reaching new forms and formats, nonlinear organization and format, nonsequential organization and format, multiple layers of meaning, interactive formats; and Radical Change Type Two: multiple visual and verbal perspectives. Pantaleo presented evidence in this study that assured student understandings of these characteristics.

In her 2002 study, Pantaleo wrote that "The children understood [the] contradictory relationship between text and illustration" (Words and Pictures Reaching

New Levels of Synergy section, para. 2). She presented student understanding of the *Radical Change* characteristic of nonlinear and nonsequential organization and format, “When the pigs discover the storyboards for their own story, the children understood that the swines were going to reconstruct the original tale. . . . The students knew that the wrinkled storyboard near the end of the story had been the flying airplane earlier in the book” (Nonlinear and Nonsequential Organization and Format section, para. 1). Pantaleo supplied transcripts of discussions she had with the students that showed the students understanding of the multiple layers of meaning and the multiple narratives in both text and illustrations. Pantaleo provided evidence of student understanding of the *Radical Change* characteristic of multiple visual and verbal perspectives. She wrote, “The students understood that Wiesner’s rendition was an alternative version. On several occasions during the discussions the children talked about how the story differed from the versions they were familiar with” (Multiple Visual and Verbal Perspectives, para. 1).

According to Pantaleo (2002), “The Grade 1 children, several of whom were not meeting grade level expectations in language arts, capably dealt with the . . . Radical Change characteristics in *The Three Pigs*” (Discussion section, para. 4). This study showed that the young reader, in grades as low as first grade, had the capabilities to comprehend the digital world aspects in children’s books identified by *Radical Change*.

In her second research study, Pantaleo (2004) again worked with students in first grade. She documented her interaction with students during read alouds of two books with *Radical Change* characteristics, these books were *The Three Pigs* by David Wiesner and *A Day at Damp Camp* by George Ella Lyon. She wrote that “. . . the children were

cognitively and affectively engaged throughout the small-group (and whole-class) read-aloud sessions” (Pantaleo, 2004, p. 186).

Pantaleo (2004) supplied evidence of children dealing with interactive formats, a characteristic of *Radical Change: Type One*. She wrote “They often pointed at specific balloons for me to read (i.e., interactive formats)” (Pantaleo, 2004, p. 181). She also supported that the students were able to comprehend books that have words and pictures that reach new levels of synergy (*Radical Change: Type One*). “The children understood why the dragon had color when he left his tale and why the creature still had color at the end of the book, even though he had returned to a ‘story’” (p. 182). According to Pantaleo, “There are many digressions, gaps, and disruptions in Weisner’s text. The pigs . . . create a nonlinear and nonsequential story as they go about their adventure” (p. 182). This is an example of the nonsequential order, a characteristic of *Radical Change: Type One*, which the children were able to recognize. She wrote “On several occasions, the children remarked how the pigs were looking for new stories to enter” (p. 182).

Not only did the students in Pantaleo’s 2004 study comprehend characteristics from *Radical Change: Type Two*, she supplied evidence that they were able to identify with a characteristic from *Radical Change: Type Two*. In Weisner’s book *The Three Pigs*, the reader is presented with varying points of views and multiple perspectives from the characters. Pantaleo wrote “The children liked the bird’s-eye view illustration of the characters looking at the brick house” (Pantaleo, 2004, p. 183).

In her 2004 study, Pantaleo also directed discussion with students of the *Radical Change* characteristics in the book *A Day at Damp Camp*. She wrote “The children’s

focus on the illustrations was understandable because predominately the visual text, not the written text, tells the story(ies)” (Pantaleo, 2004, p. 185).

Dresang and Pantaleo provided evidence in their studies that demonstrated the capabilities of young readers and how they can and did respond positively to *Radical Change* characteristics in books. Pantaleo discussed the outcomes for young readers when they engaged with books that contain *Radical Change* characteristics. She wrote, “The multiplicity in picture books like those used in this study increases students’ interface with the texts. These types of texts demand a more active, involved reader” (Pantaleo, 2004, p. 186). It is clear that through interaction with books that contain characteristics involved with the *Radical Change* theory, young readers can benefit on multiple levels of learning and comprehension. By showing the connection between young readers and the *Radical Change* books, LMSs must decide to incorporate these books into their collections.

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CHAPTER THREE

METHODOLOGY

Justification

This survey was conducted to determine if LMSs were using books with *Radical Change* characteristics in their school libraries with their kindergarten to third grade students. According to *Information Power: Building Partnerships for Learning* (1998),

Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. . . . Students now routinely encounter information in formats as simple as the picture book, as complex as the multimedia package, and as diverse as the literacy classic and the personal homepage. (AASL, 1998, p. 1)

Knowing this observation of today's student, LMSs must include books within their collection that engage young readers' learning and support their making meaning of the digital world around them. Dr. Eliza Dresang's *Radical Change* theory presents an outline of criteria for books that can do exactly this for today's young reader.

Statement of Purpose

The purpose of this study was to determine if LMSs were, or were not, using titles from a suggested list of titles as defined by *Radical Change* with kindergarten to third grade students in order to fully engage the young reader. This study also determined why

LMSs were, or were not, using *Radical Change* children's books. Another aspect was when LMSs were using the titles from the suggested list of children's books, how did they use them. Questionnaires were distributed to LMSs teaching students in grades kindergarten through third grade. The results of this study were used to illustrate how well LMSs were using titles supporting the *Radical Change* theory to meet the needs and expectations of the young readers in a digital world.

Research Questions

1. Were LMSs who taught grades kindergarten through third grade, using books with *Radical Change* characteristics?
2. If LMSs were using books with *Radical Change* characteristics, how were they using them?
3. If LMSs were not using books with *Radical Change* characteristics, what were the reasons, or factors, why they did not own and/or not use the books?

Population and Sample

The population for this survey was LMSs who taught kindergarten to third grade students and were members of the selected listservs, which included South Jersey Regional Library Cooperative Listserv and the New Jersey Association of School Librarians Listserv. The sample for this survey was composed of those who responded to the questionnaire with an anticipated number of 50 responses.

Variables

There were multiple variables for this study. The first variable was if the respondent was a library media specialist and taught grades kindergarten through third grade. The second variable was if the LMSs had some or all of the books from the list of

suggested *Radical Change* titles. The next variable was if the LMSs did own the titles, how they were using the titles. The last variable was if the LMSs did not own the titles, what were the reasons, or factors, that they did not own the titles.

Method of Data Collection

In early February, email invitations (see Appendix B) were sent to the two selected listservs inviting LMSs who taught kindergarten through third grade to answer the questionnaire on SurveyMonkey (see Appendix C). Towards the middle of February the invitation was resent (see Appendix D) with a second invitation LMSs to answer the questionnaire on SurveyMonkey.

Instruments Used

An electronic questionnaire designed by the researcher was used during this study. In addition to the questionnaire, a list of books with *Radical Change* characteristics was used. The list was created from suggestions in Dr. Eliza Dresang's book *Radical Change: Books for Youth in a Digital Age* and from the research studies conducted by Sylvia Pantaleo (see Chapter Two). See Appendix A for list of books.

Reliability and Validity

The list was valid because it was constructed by using recommended *Radical Change* titles. The questionnaire was reliable because it was pre-tested by four LMSs who teach kindergarten to third grade students. Changes to the questionnaire were made as needed.

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CHAPTER FOUR

ANALYSIS OF DATA

Procedure Used

On February 11, 2008, an invitation was posted to the South Jersey Regional Library Cooperative listserv that briefly explained the rationale for this study. The invitation (see Appendix B) also asked elementary school Library Media Specialists if they would like to participate in a research questionnaire that consisted of 12 questions that would determine if LMSs were using any of the suggested titles that reflect Dr. Dresang's theory and how they were using them. The survey also determined if LMSs did not own the suggested titles what were the reasons behind it. The email invitation included a link to SurveyMonkey.com which brought the participants to the questionnaire (see Appendix C). This same invitation was posted to the New Jersey Association of School Librarians listserv on February 18, 2008. The questionnaire was active for one week. A reminder of the questionnaire (see Appendix D) was posted to both listservs on March 2, 2008. The questionnaire was closed on March 8, 2008. Of the 68 respondents to the questionnaire, only 27 were complete and usable.

Data Decoding

Survey Monkey was used to collect all responses to the questionnaire. The Microsoft Excel program was used to compute results and create figures. The figures were then imported to Microsoft Word to explain the results of the survey.

Presentation of Results

When responding to the first question that asked if the respondent taught kindergarten through third grade, all answered yes. The second question of the questionnaire asked respondents if they had ever heard of Dr. Eliza Dresang and her *Radical Change* theory. Of the 27 respondents, 25 had never heard of Dr. Dresang and her *Radical Change* theory.

The questionnaire was next designed to determine if LMSs owned and used nonfiction *Radical Change* titles from a suggested list. Of the possible 621 ($n = 621$) copies that could have been owned; only 310 copies were owned and 197 were used. Results are in Figure 1.

The questionnaire was designed also to determine if LMSs owned and used fiction *Radical Change* titles from a suggested list. Of the possible 594 ($n = 594$) copies that could have been owned; 352 copies of the fiction titles were owned and 227 were used. Results are in Figure 2.

The questionnaire was also intended to determine how the LMSs were using the suggested nonfiction *Radical Change* titles. The results highlighted that a majority of the respondents offered the suggested titles only as check out choices. The results also showed that the LMSs used the nonfiction titles as part of an author study or to teach

library skills the fewest number of times. Figure 3 illustrates the results from the questionnaire. LMSs that selected the “Other” option as to how they used the nonfiction book supplied comments. Some comments supplied by the LMSs included:

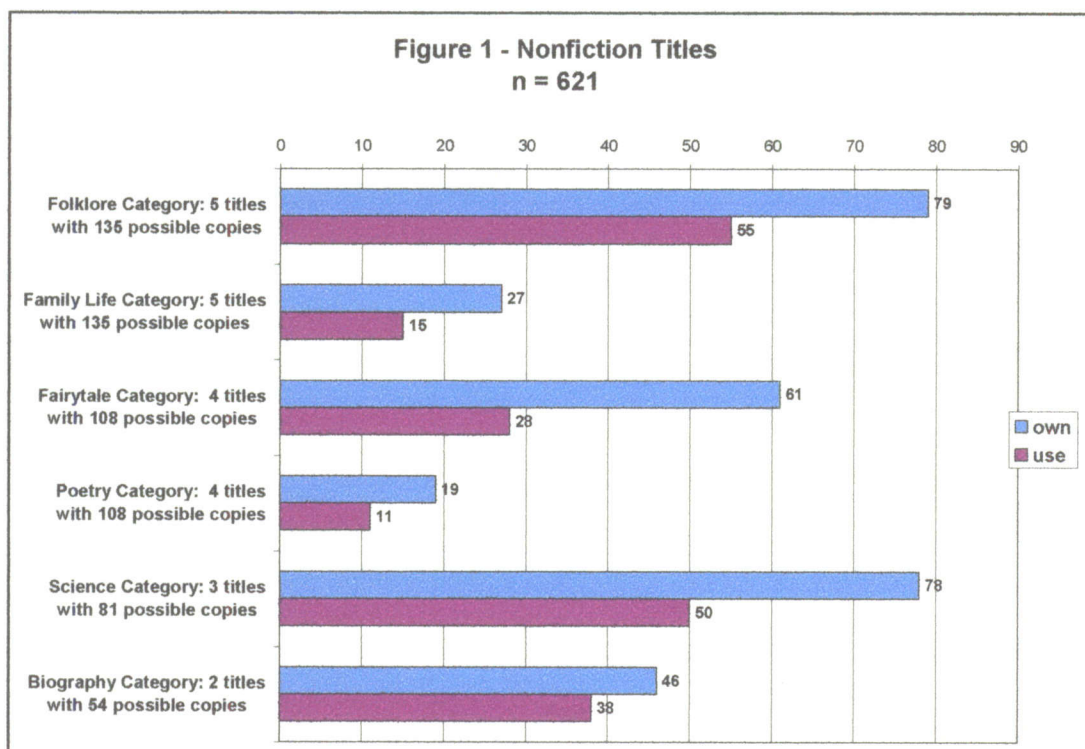
“These books would be used as resources by students and teachers during units they teach on these various topics.”

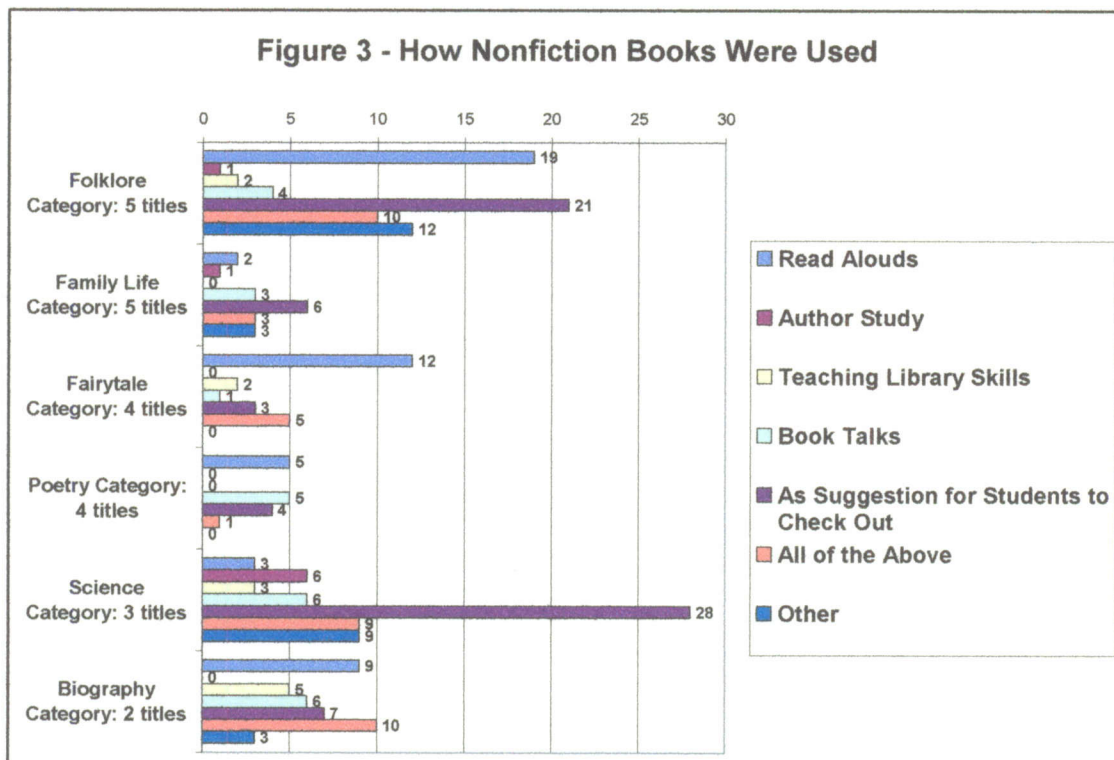
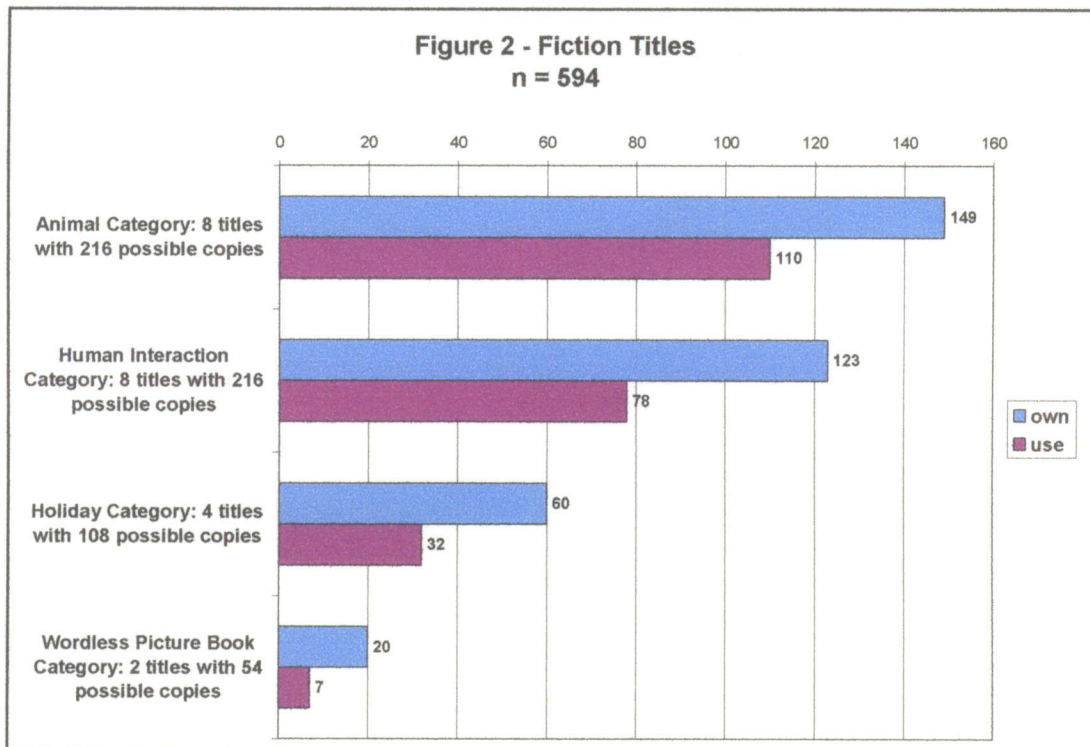
“Teachers use with curriculum.”

“I especially use this book during music and or black history month to highlight the music of C. Parker.”

“Popular authors kids recognize, read aloud, use with theme or with theme related fiction books.”

“Teachers use these in instructional units within the classroom.”





The questionnaire was designed to determine how LMSs were using the suggested fiction *Radical Change* titles. The questionnaire determined that LMSs used the books mainly as suggestions for students to check out. The questionnaire also determined that the LMSs used the titles to teach library skills and as book talks the least amount. Figure 4 explains the results from the questionnaire. LMSs that selected the “Other” option as to how they use the fiction book supplied comments. Some comments supplied by the LMSs included:

“Some of these titles are used in our reading program, letter writing units and also as recommendations to our children and teachers, also in Caldecott award units.”

“These books go on display.”

“Use all the Caldecott Award winners, especially *Yo! Yes?* and *Officer Buckle*.”

“Sixth grade project using wordless books.”

The questionnaire also presented an option for respondents to give a reason of why they did not own a title that was on the suggested list. The questionnaire determined that the LMSs did not own the suggested title primarily because they did not know the book. Figure 5 illustrates the results from the questionnaire.

Figure 4 - How Fiction Titles Were Used

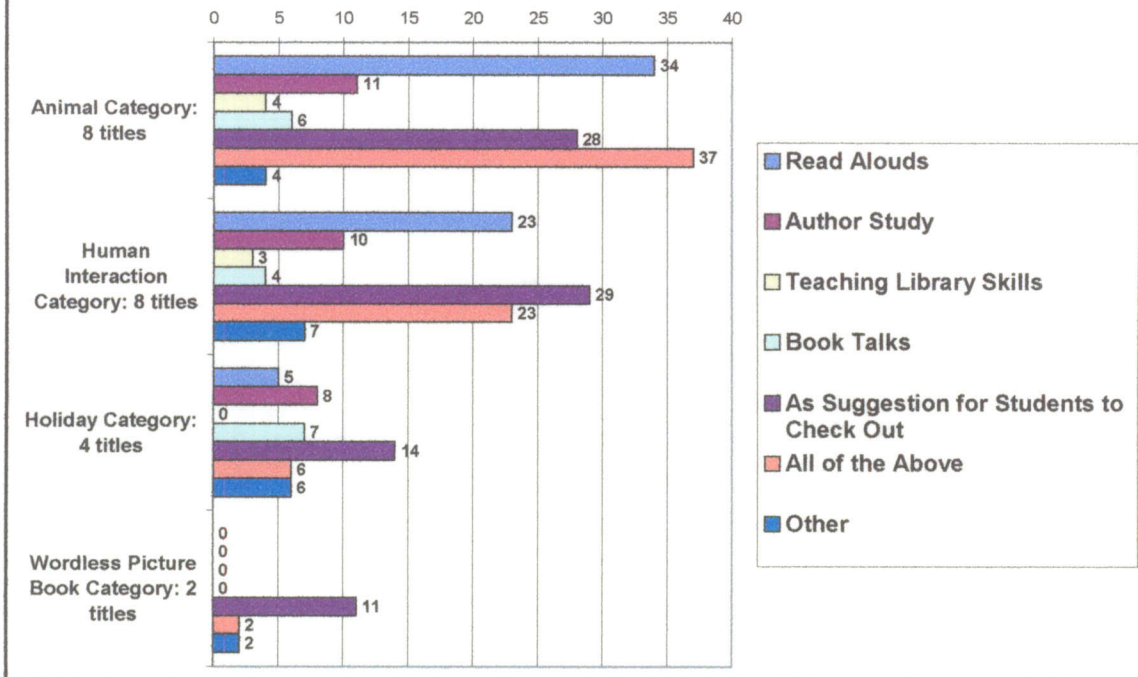
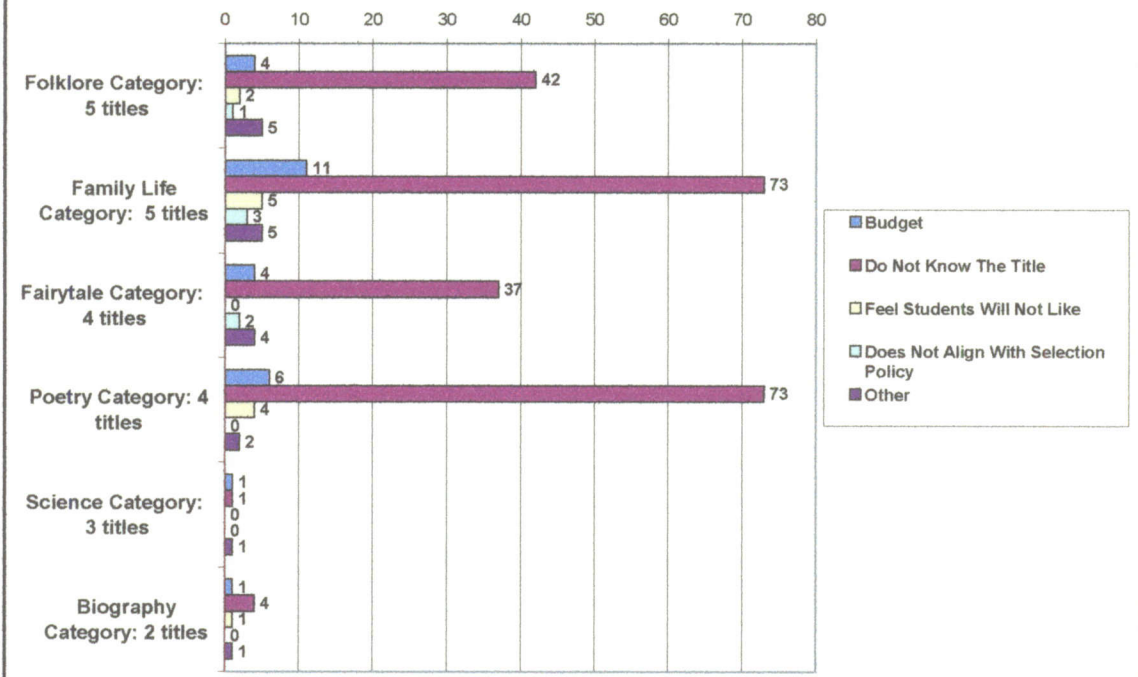
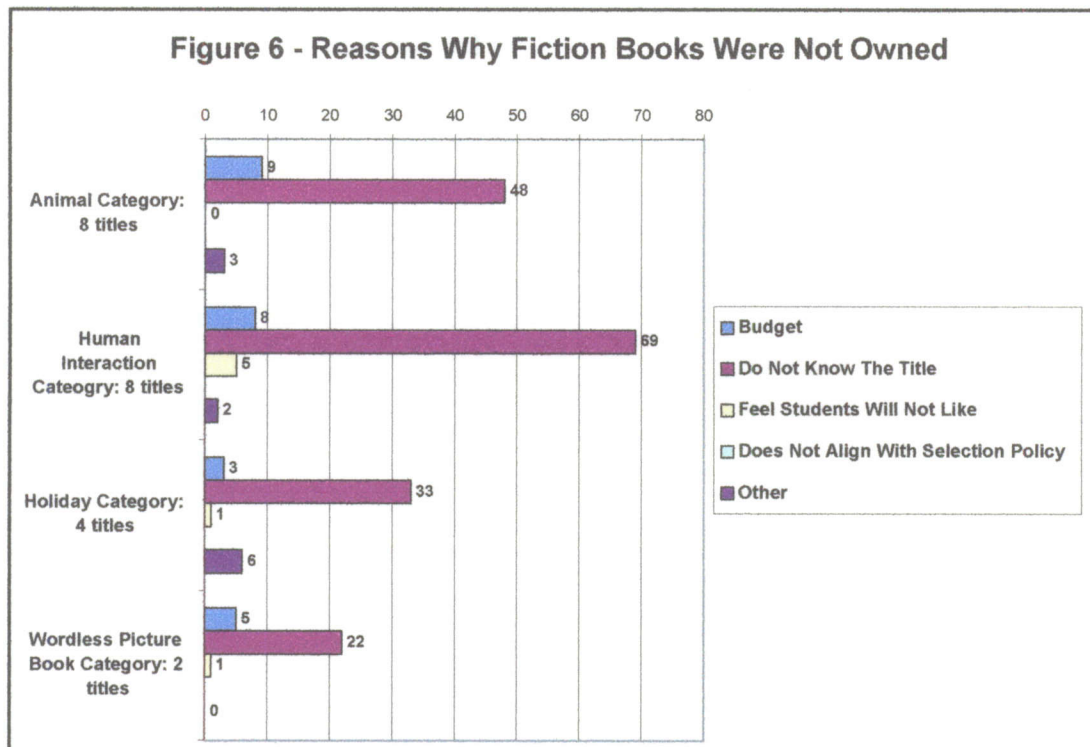


Figure 5- Reasons Why Nonfiction Titles Were Not Owned



The questionnaire also determined the reasons why LMSs did not own the suggested fiction titles from the list. It was determined that LMSs did not own the fiction titles for the same main reason as the nonfiction titles; they did not know the book. Figure 6 demonstrates the results from the questionnaire.



Summary

Out of the 68 original respondents only 27 completed the questionnaire. From the results, the majority of the respondents had not heard of Dr. Eliza Dresang and her theory of *Radical Change*. It was also determined that many of the suggested nonfiction titles were not owned with the reason being that the LMSs did not know of the title. The questionnaire determined that the titles that were owned by the LMSs, both nonfiction and fiction, were mainly used as suggestions for students to check out.

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CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study was created to determine if LMSs who taught grades kindergarten through third were or were not using books with *Radical Change* characteristics, how they were using the books and the reasons for not using the books. The results from the questionnaire completed by the LMSs permitted drawing conclusions to the research questions set forth.

The first question for this research study was if LMSs owned and used books with *Radical Change* characteristics. The data showed half of the nonfiction titles were owned but only one-third were being used. The data also showed that two-thirds of the fiction titles were owned but only one-third were being used. From the results, it can be concluded that LMSs were not using these types of books with their students. It was determined that many of the titles were owned by the LMSs, however few were being used.

The next question for this research study was if LMSs were using books with *Radical Change* characteristics how were they were using the books with the students. From the data collected from the questionnaire, it was concluded that the majority of the LMSs who were using books with *Radical Change* characteristics with their students

were mainly using the books as suggestions for the students to check out of the media center. The data did determine that some of the titles were being used as read alouds but were rarely used for any of the other suggested ways on the questionnaire.

The last question for this research study was to find out what were the reasons, or factors, why the LMSs did not own and/or were not using the books. From the data collected from the questionnaire, there was an overwhelming response that the LMSs did not know the titles.

Conclusions

One conclusion from this research study was that LMSs teaching grades kindergarten through third did not know Dr. Dresang's theory of *Radical Change*. It was also concluded that LMSs were not using books with *Radical Change* characteristics because they do not own the books due to their lack of knowledge of the theory. It was also concluded that LMSs were more likely to own and use the fiction titles over the nonfiction titles. LMSs who were not using books with *Radical Change* characteristics created a disadvantage for their students. LMSs who were using children's books as defined by *Radical Change* were engaging young readers thus created an advantage for those students. The LMSs not using the suggested titles were creating a disadvantage for the young readers because the young readers were not being fully engaged.

Significance of Study

This research study was important to conduct because it illustrated a large gap in the knowledge of LMSs who teach grades kindergarten through third on a specific theory that concerns them directly. The LMSs did not know Eliza Dresang or her theory. The

results of the questionnaire also clearly showed that the LMSs were not using books with characteristics of Dr. Dresang's *Radical Change* theory.

Recommendations

This study clearly showed the large gap of knowledge among LMSs teaching grades kindergarten through third on the topic of *Radical Change*. There are many ways that this gap could be minimized. LMSs could learn about Dr. Dresang's *Radical Change* theory through workshops on the topic, professional listservs could start threads on this topic and professional blogs could be created to help LMSs learn of the variety of books with *Radical Change* characteristics and how to use the books with their students in the media center.

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APPENDIX A

LIST OF SUGGESTED *RADICAL CHANGE* TITLES

List of Suggested *Radical Change* Titles

- Alarcon, F.X. (1997). *Laughing tomatoes and other Spring poems*. San Francisco: Children's Book Press.
- Ancona, G. (1997). *Mayeros: A Yucatec Maya family*. Buffalo, NY: Greenwood-Douglas & McIntyre.
- Angelou, M. (1996). *Kofi and his magic*. New York: Clarkson Potter.
- Angelou, M. (1994). *My painted house, my friendly chicken, and me*. New York: Clarkson Potter.
- Banyai, I. (1995). *Re-zoom*. New York: Puffin.
- Banyai, I. (1995). *Zoom*. New York: Puffin.
- Brett, J. (1990). *Berlioz the bear*. New York: Putnam.
- Brett, J. (2002). *Who's that knocking on Christmas Eve?* New York: G. P. Putnam's Sons.
- Bunting, E. (1997). *December*. New York: Harcourt.
- Bunting, E. (1994). *Smoky night*. San Diego: Harcourt Brace.
- Cannon, J. (2000). *Stellaluna*. San Diego: Harcourt Brace.
- Carlson, L. (1998). *Sol a sol: Bilingual poems*. New York: Holt.
- Child, L. (2000). *Beware of the storybook wolves*. New York: Scholastic.
- Child, L. (2002). *Who's afraid of the big bad book?* New York: Hyperion.
- Cole, J. (1993). *The magic school bus in the solar system*. Richmon Hill, ON: Scholastic Canada.
- Cole, J. (1995). *The magic school bus inside a hurricane*. New York: Scholastic.
- Ehlert, L. (1997). *Cuckoo/cucu: A Mexican folktale/ Un cuento folorico Mexicano*. San Diego: Harcourt Brace.
- Giovanni, N. (1996) *Genie in the jar*. New York: Holt.
- Goble, P. (1990). *Iktomi and the ducks: A Plains Indian story*. New York: Orchard.

- Henkes, K. (1996). *Lilly's purple plastic purse*. New York: Greenwillow.
- Joyce, W. (1990). *A day with Wilbur Robinson*. New York: HarperCollins.
- Joyce, W. (1993). *Santa calls*. New York: HarperCollins.
- Lester, J. (1994). *John Henry*. New York: Dial.
- Lyon, G.E. (1996). *A day at damp camp*. New York: Orchard.
- Macaulay, D. (1990). *Black and white*. Boston: Houghton Mifflin.
- Martin, J.B. (1998). *Snowflake Bentley*. New York: Scholastic.
- Rankin, J. (1998). *Wow! It's great being a duck*. New York: Simon & Schuster.
- Rashka, C. (1996). *The blushful hippopotamus*. Arden, NC: Front Street.
- Rashka, C. (1992). *Charlie Parker played be bop*. New York: Orchard.
- Rashka, C. (1993). *Yo! Yes?* New York: Orchard.
- Rathmann, P. (1995). *Officer Buckle and Gloria*. New York: Putnam.
- Reiser, L. (1993). *Margaret and Margarita; Margarita y Margaret*. New York: Greenwillow.
- Say, A. (1991). *Tree of cranes*. Boston: Houghton Mifflin.
- Scieszka, J. (1995). *Math curse*. New York: Viking.
- Scieszka, J. (1992). *The stinky cheese man and other fairly stupid tales*. New York: Viking.
- Sis, P. (1996). *Starry messenger: Galileo Galilei*. New York: Farrar Straus Giroux.
- Soto, G. (1995). *Chato's kitchen*. New York: Putnam.
- Step toe, J. (1997). *In daddy's arms I am tall: African Americans celebrating fathers*. New York: Lee & Low.
- Stevenson, J. (1995). *Sweet corn: Poems*. New York: Greenwillow.
- Teague, M. (2002). *Dear Mrs. LaRue: Letters from obedience school*. New York: Scholastic.

Van Allsburg, C. (1995). *Bad day at Riverbend*. Boston: Houghton Mifflin.

Whatley, B. (2001). *Wait! No pain!* New York: HarperCollins.

Willems, M. (2003). *Don't let the pigeon drive the bus*. New York: Hyperion.

Young, E. (1995). *Cat and rat: The legend of the Chinese zodiac*. New York: Holt.

APPENDIX B
INVITATIONS

February 11, 2008

Dear Elementary Library Media Specialist,

As a library media specialist, I recognize the importance of using children's books that engage today's young readers. Dr. Eliza Dresang outlines in her book *Radical Change: Books for Youth in a Digital Age*, the specific criteria for children's books that help engage young readers' learning and making meaning of the digital world around them. As a library media specialist graduate student at Rowan University in Glassboro, New Jersey, I am in the process of writing a master's thesis on determining if library media specialist are, or are not, using titles from the suggested list of titles found in *Radical Change* with kindergarten to third grade students in order to engage the young reader. I am writing my thesis under the direction of Dr. Marilyn Shontz.

I am asking for your help with my research. I have designed a 12 question survey that you can access through the link below. Your participation in the survey will allow me to identify if library media specialists are using any of the suggested titles from Dr. Dresang's book.

If you choose to partake in this survey, your responses and name will be kept confidential. Your help and participation in this survey is important and will help make this study successful. Please respond to the survey by February 21, 2008.

If you have any questions, please email me at ebrown63@gmail.com or Dr. Shontz at shontz@rowan.edu.

Please go to the following URL to complete the survey:
http://www.surveymonkey.com/s.aspx?sm=rf70NdNnCr_2brQUQlCsqWlIg_3d_3d

Thank you for your help and participation with this study.

Sincerely,

Elena Brown

Elena Brown
School Library Media Specialist
Dr. William Mennies Elementary School
Vineland, NJ

February 18, 2008

Dear Elementary Library Media Specialist,

As a library media specialist, I recognize the importance of using children's books that engage today's young readers. Dr. Eliza Dresang outlines in her book *Radical Change: Books for Youth in a Digital Age*, the specific criteria for children's books that help engage young readers' learning and making meaning of the digital world around them. As a library media specialist graduate student at Rowan University in Glassboro, New Jersey, I am in the process of writing a master's thesis on determining if library media specialist are, or are not, using titles from the suggested list of titles found in *Radical Change* with kindergarten to third grade students in order to engage the young reader. I am writing my thesis under the direction of Dr. Marilyn Shontz.

I am asking for your help with my research. I have designed a 12 question survey that you can access through the link below. Your participation in the survey will allow me to identify if library media specialists are using any of the suggested titles from Dr. Dresang's book.

If you choose to partake in this survey, your responses and name will be kept confidential. Your help and participation in this survey is important and will help make this study successful. Please respond to the survey by February 28, 2008.

If you have any questions, please email me at ebrown63@gmail.com or Dr. Shontz at shontz@rowan.edu.

Please go to the following URL to complete the survey:
http://www.surveymonkey.com/s.aspx?sm=rf70NdNnCr_2brQUQICsqWIg_3d_3d

Thank you for your help and participation with this study.

Sincerely,

Elena Brown

Elena Brown
School Library Media Specialist
Dr. William Mennies Elementary School
Vineland, NJ

APPENDIX C
QUESTIONNAIRE

Radical Change

[Exit this survey >>](#)

1.

1. Do you teach students in kindergarten through third grade?

yes
no

2. Have you heard of Dr. Eliza Dresang and her theory of Radical Change?

yes
no

[Next >>](#)

2. Nonfiction Books

1. For the following poetry books, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Laughing Tomatoes And Other Spring Poems by F. X. Alacron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sol a Sol: Bilingual Poems by L. Carlson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Genie In The Jar by N. Giovanni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweet Corn: Poems by J. Stevenson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

2. For the following fairytale books, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons why I don't own this book
Beware of the Storybook Wolves by L. Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Who's Afraid of the Big Bad Book by L. Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Stinky Cheese Man and Other Fairly Stupid Tales by J. Scieszka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons why I don't own this book
Wait! No Paint! by B. Whatley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

3. For the following folklore books, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Cuckoo/Cucu: A Mexican Folktale/Un Cuento Folorico Mexicano by L. Ehlert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iktomi and the Ducks: A Plains Indian Story by P. Goble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Henry by J. Lester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puss in Boots by C. Perrault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cat and Rat: The Legend of the Chinese Zodiac by E. Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

4. For the following nonfiction science books, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
The Magic School Bus in the Solar System by J. Cole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
The Magic School Bus Inside a Hurricane by J. Cole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Curse by J. Scieszka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

5. For the following nonfiction books that are about family life and customs in foreign places, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Mayeros: A Yucatec Maya Family by G. Ancona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kofi and His Magic by M. Angelou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Painted House, My Friendly Chicken and Me by M. Angelou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charlie Parker Played Be Bop by C. Rashka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Daddy's Arms I am Tall: African Americans Celebrating Fathers by J. Steptoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

6. For the following biographies, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Snowflake Bentley by J. B. Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starry Messenger: Galileo Galilei by P. Sis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

Radical Change

[Exit this survey >>](#)**3. Fiction Books****1. For the following holiday books, please check the appropriate columns.**

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Who's That Knocking on Christmas Eve? by J. Brett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
December by E. Bunting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santa Calls by W. Joyce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tree of Cranes by A. Say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

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2. For the following fiction books with animals as the main characters, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Berlioz the Bear by J. Brett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stellaluna by J. Cannon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lilly's Purple Plastic Purse by K. Henkes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wow! It's Great Being a Duck by J. Rankin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Blushful Hippopotamus by C. Rashka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chato's Kitchen by G. Soto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dear Mrs. LaRue: Letters from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Obedience School by M. Teague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't Let the Pigeon Drive the Bus by M. Willems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you use these books for another purpose or in a different way, please list here.				
<div></div>				

3. For the following fiction books that deal with human interactions and relationships, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Smoky Night by E. Bunting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Day With Wilbur Robinson by W. Joyce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Day At Damp Camp by G. E. Lyon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black and White by D. Macaulay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yo! Yes? by C. Rashka	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officer Buckle and Gloria by P. Rathmann	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Margaret and Margarita by Margaret by L. Reiser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Bad Day at Riverbend by C. Van Allsburg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

4. For the following wordless fiction books, please check the appropriate columns.

	Own This Book	Use When Teaching Students	Which Option Do You Use The Most	Reasons Why I Don't Own This Book
Zoom by I. Banyai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-Zoom by I. Banyai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you use these books for another purpose or in a different way, please list here.

Radical Change

Exit this survey >>

4. Thank you for participating in this survey.

If you have any questions, please email me at
EBrown63@gmail.com.

Thank you again,
Elena Brown
Media Specialist
Dr. William Mennies Elementary School
Vineland, NJ

[<< Prev](#)

[Done >>](#)

APPENDIX D

RE-INVITES

March 2, 2008

Dear Elementary Library Media Specialist,

About one week ago I sent an invitation to this listserv for a survey on using children's books that engage today's young readers. As a library media specialist graduate student at Rowan University in Glassboro, New Jersey, I am in the process of writing a master's thesis. I am writing my thesis under the direction of Dr. Marilyn Shontz. If you have responded to my survey thank you for your cooperation and assistance with my study.

If you have not yet been able to respond, the survey is still available on Survey Monkey.com until March 7, 2008. I am attempting to determine if library media specialists are, or are not, using titles from the suggested list of titles found in *Radical Change* with kindergarten to third grade students in order to engage the young reader.

All your responses and names will be kept confidential. Your help and participation in this survey is important and will help make this study successful

If you have any questions, please email me at ebrown63@gmail.com or Dr. Shontz at shontz@rowan.edu.

Please go to the following URL to complete the survey:
http://www.surveymonkey.com/s.aspx?sm=rf70NdNnCr_2brQUQlCsqWlIg_3d_3d

Thank you for your help and participation with this study.

Sincerely,

Elena Brown

Elena Brown
School Library Media Specialist
Dr. William Mennies Elementary School
Vineland, NJ

March 2, 2008

Dear Elementary Library Media Specialist,

About two weeks ago I sent an invitation to this listserv for a survey on using children's books that engage today's young readers. As a library media specialist graduate student at Rowan University in Glassboro, New Jersey, I am in the process of writing a master's thesis. I am writing my thesis under the direction of Dr. Marilyn Shontz. If you have responded to my survey thank you for your cooperation and assistance with my study.

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All your responses and names will be kept confidential. Your help and participation in this survey is important and will help make this study successful

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Please go to the following URL to complete the survey:
http://www.surveymonkey.com/s.aspx?sm=rf70NdNnCr_2brQUQlCsqWlg_3d_3d

Thank you for your help and participation with this study.

Sincerely,

Elena Brown

Elena Brown
School Library Media Specialist
Dr. William Mennies Elementary School
Vineland, NJ