

IBBY Regional Conference Poster Session

Radical Change in Selecting Children's Literature for Preschool and Kindergarten: Providing a Foundation for Empathy

The diversity in our preschool and kindergarten classrooms testifies to the need for literature that can engage and support every child. Every child has a right to enjoy literature that reflects them and their families in a positive light, as well as find introductions to different ways of being. This presentation offers criteria for selection of international and multicultural literature based on typical developmental states of three- to six-year old children as well as considerations of class, nationality, race, and gender identity.

Kathleen O'Neil – *University of Northern Colorado*

Going Beyond the Borders of Children's Literate Lives: Sharing and Responding to the 2017 USBBY Outstanding International Books

This presentation will share my work with one 4th grade teacher and her students' personal connections (based on Rosenblatt's Reader Response Theory) to the books I will share with them. My goal is to expose rural students to the world through outstanding global books.

Susan Knell – *Pittsburg State University, KS*

Investigating Nigeria in a Cross-Cultural Inquiry

Focusing on global education, this session discusses how a teacher engaged middle school students in critically reading international children's literature. The students explored global literature and newspaper articles about Nigeria where they discovered their own identities in relation to global citizenship. In addition, they learned about Nigeria and Africa and developed an awareness and respect for different cultural perspectives. Next, they discussed and reflected on a significant global issue, the kidnapping of the Nigerian girls, where they questioned injustice and oppression. In conclusion, the middle school students' perspectives and views of the world were intensified and altered because of the influence of global literature.

Deanna Day – *Washington State University*

Seeing Through New Lenses: Preservice Teachers Interacting with Global Literature

Global literature presents a broader familiarity to readers, offering opportunities to live vicariously through experiences and glean a deeper understanding of social justice and equity (Lehman, Freeman & Scharer, 2010). As readers read about the world outside their lived realities, the stories can serve as mirrors, windows or doors (Botelho & Rudman, 2009). According to Warren (2005), schools cannot prepare students effectively if teachers lack an understanding of their students' cultures and lives. Stories then become the vehicle for increasing teachers' awareness of the diversity within their classrooms (Kidd, Sanchez & Thorp, 2004).

For many preservice teachers, a multicultural literature class marks their first exposure to stories about characters of different cultures and ethnicities. This poster presentation highlights the experiences of Nonminority college students' responses to global literature, stories of young children living outside the United States. The presenters will display a sampling of books, highlighting students' explorations and discussions as they delved into content analyses and discussions through a critical lens. Handouts of global literature resources will be available for conference participants.

Ruth McKoy Lowery – *The Ohio State University*

Cheryl Logan – *The Ohio State University*

Adding to Your Collection: Ways to Find International Children's Literature

I recently was introduced to the world of International Children's Literature. Before attending the IBBY Conference last August in New Zealand, I only knew about a few well-known international children's authors and illustrators. After this introduction, I have been researching ways to find more. My session has two purposes. The first purpose will be to share my knowledge of how to find International Children's Literature. I will share the websites, online publications, and several blogs that I follow. The second purpose will be to share some of the books and their authors and illustrators that I have found from these sources.

Char Moffit – *University of Maine at Farmington*

Our Love Knows No Boundaries

This presentation will give an in-depth look on incorporating diverse children's literature into interactive classroom instruction in a public school setting. Through literature from diverse cultures such as the Notable Books for a Global Society lists; e.g., *Drum Dream Girl*, *Red, This Day in June*, *Grandfather Gandhi*, and *The Last Stop on Market Street*, teachers can address issues of gender equality, freedom, love, bullying, leadership, courage, and confidence. I will show case how using these resources could broaden teachers' and students' horizons of hatred beyond their bestowed burdens.

Darius Phelps – *University of Georgia*

Rebel Reading: How a Mother and Daughter Developed an Understanding of the Swedish Outlook on Childhood by Reading Swedish Children's Literature

This presentation will cover the lessons learned from a study of classic and contemporary Swedish children's literature conducted by an education professor and her twelve-year-old daughter. Together they read books by Swedish authors and utilized digital tools to deepen their study, such as movie adaptations, audiobooks, websites, and Skyping with Swedes. The study led to discussions about how children are portrayed in Swedish children's literature, how books depict the world from a child's perspective, and parallels between U.S. and Swedish literature. Major themes that emerged were agency in childhood and the ability for children to handle difficult topics.

Kelli J. Esteves – *Butler University, IN*

Ava Joy Esteves – *Zionsville West Middle School, IN*

A Radical Approach to Intermediate Reluctant Readers: Using Signs and Forms of the Digital Age to Reach Older Children Who Struggle to Read

Struggling intermediate readers face unique challenges in their journey to literacy. Their reading levels require simple words and syntax, while their mastery of digital communication draws them to sophisticated concepts, subtle humor, and slick design. A radical approach is needed, one which harnesses their high visual aptitude and propensity for interactivity. This semiotic analysis of the award-winning book *I Hate Reading* shows how multiple perspectives, changing formats, self-referentiality, visual signs, and non-linear structure can reach older reluctant readers. Integrating the codes of the digital age in traditional books can be a bridge to literacy that delivers powerful and rewarding experiences.

Beth Bacon – *Harvard University*

Raising Awareness Around Refugee Issues to Enrich the Curriculum Through International Children's Literature

Today's children and youth need international perspectives to confront world conditions and challenges brought into their lives. Regardless of changes in refugee admission policies or of how one is positioned toward these changes, the fact remains that thousands of students in US schools are refugees themselves or have a refugee parent. Just in fiscal year 2016, the U.S. received 84,995 refugees. Using the international texts *The Journey*, *Azzi in Between*, and *Lost Girl Found*, as well as the United States published book, *The Red Pencil*, the presenter will use a critical literacy lens to share how teachers can use international children's literature to enrich the curriculum and promote awareness around refugee issues.

Julie Carbaugh – *University of Georgia*

Leveling the International Children's Literature Playing Field: Submitting Hans Christian Andersen Award Materials in the Digital Age

Complying with the IBBY Executive Board's desire to level the playing field regarding materials submitted for the Hans Christian Andersen Award created some interesting challenges for the USBBY HCAA Nomination Committee. Committee members will share the innovative ways they met this new challenge, particularly with pop-up books, and discuss the implications of submitting everything for the Jury, including books, digitally. Committee members will also discuss the processes used to select USBBY's 2018 HCAA author and illustrator nominees, Pam Muñoz Ryan and Jerry Pinkney, as well as books for the author, illustrator, and translator categories of the 2018 IBBY Honour List.

Elizabeth Poe – *USBY Hans Christian Andersen Award Nomination Committee Chair*

Sujin Huggins – *Dominican University, IL*

Laretta Henderson – *University of Wisconsin, Milwaukee*

Erin Olander – *King County Library System, WA*

Constructing International Understanding Through a Community Literacy Lens

Anne Katz serves as faculty advisor for a middle school literacy leadership program at a local urban school and welcomes opportunities to involve university students in her work. The collaboration described in this poster presentation will discuss several semesters of community literacy partnership initiatives involving adolescent literature that promotes international understanding.

Anne Katz—*Armstrong State University, GA*