

More than just a good book: Employing US
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DOCTORAL DISSERTATIONS AND PR

More Than Just a Good Book: Employing U.S. Department of Education Guidelines to Teach Character Education Using Literature

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Date

4-2013

Department

School of Education

Degree

Doctor of Education (EdD)

Chair

Rick Bragg

Primary Subject Area

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Keywords

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Abstract

The purpose of this research study, which was conducted as a qualitative content analysis, was to discover to what extent children's literature from a popular anthology could be used to teach the tenets of character education according to U.S. Department of Education (2005) guidelines in a pre-Kindergarten through second grade setting. A team of participant-coders, which consisted of experienced early childhood educators, evaluated and analyzed each of the 44 complete books contained in the 320 page anthology, *The 20th Century Children's Book Treasury: Celebrated Picture Books and Stories to Read Aloud* (Schulman, 2005), in order to investigate opportunities to explore with students the 10 values identified by U.S. Department of Education guidelines. Data collection consisted of: (a) ratings in a codebook, (b) narrative notes, and (c) discussions with participant-coders. In the report of research findings, a summary for each book was provided to determine the applicability of the themes to character education. Based on the content analysis of the 44 books in the anthology, *The 20th Century Children's Book Treasury: Celebrated Picture Books and Stories to Read Aloud*, it was determined that 26 (59%) of the stories in it contained at least 1 of the character traits suggested by the U.S. Department of Education.

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