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Abstract

The need for global education is increasing in this global era, and children's literature becomes an essential resource to address this need. However, there is little research on how global perspectives are depicted in children's literature. The current study fills the gap in our understanding by examining contemporary children's picture books that were published in the United States from 2010 to 2016. Findings show that the picture books reflect several important elements of global education. However, there is an imbalance among the topics and genres. Although global awareness through environmental issues was emphasized through informational texts, transnational story lines on how individuals as world citizens connect to the other people around the world were lacking. The findings provide future directions for more diverse topics to support critical global education in this interconnected world.

Keywords

critical global education, contemporary picture books, interconnected world

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How Does Children's Literature Portray Global Perspectives?

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Abstract

The need for global education is increasing in this global era, and children's literature becomes an essential resource to address this need. However, there is little research on how global perspectives are depicted in children's literature. The current study fills the gap in our understanding by examining contemporary children's picture books that were published in the United States from 2010 to 2016. Findings show that the picture books reflect several important elements of global education. However, there is an imbalance among the topics and genres. Although global awareness through environmental issues was emphasized through informational texts, transnational story lines on how individuals as world citizens connect to the other people around the world were lacking. The findings provide future directions for more diverse topics to support critical global education in this interconnected world.

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Introduction

Grounded in the theoretical frameworks of Hanvey's (1976) global education, Choo's (2013) cosmopolitanism, and Langer's (2011a) envisionment building through literature, this article presents a content analysis study on global perspectives depicted in children's picture books. The study focused on 86 picture books that were published in the United States from 2010 to 2016. Specifically, the guiding research questions for the current study were: 1) How do the selected children's picture books reflect global perspectives? and 2) In what way are the characteristics of global education depicted in the selected children's picture books?

Children's picture books have been used as important resources in classrooms across content areas and grade levels (Fresch & Harkins, 2009). For instance, teachers use picture books to introduce students to story elements such as plot, historical concepts such as the Civil Rights, and scientific concepts such as Planet Earth (see Ivester, 2015; Lukens, 2004). In the past, children's picture books were often used for younger students through a reading-aloud method to develop their literacy skills. However, currently, picture books are being used across all grade levels, including secondary schools, to enhance instruction in content areas (Albright & Ariail, 2005; Costello & Kolodziej, 2006; O'Loughlin, n.d.). Additionally, picture books have been used to expand students' understanding of the world (Mathis, 2020; Yokota & Teale, 2017) and to promote global perspectives through challenging injustices in human practices (Short, 2009). Through picture books, students can see how *the other* is portrayed and how stereotypes about other cultures are

addressed. Picture books open the door to the complex world. In short, children's picture books are widely used for educational purposes.

Despite the important role of children's literature for educational purposes, it is intriguing that there is a paucity of research that examines children's picture books with a lens on global education. There is little research that has addressed if and how children's picture books published in the United States portray a complex world. The critical examination of global perspectives in the selected picture books (see Appendix) will provide important insights and future directions to support global education.

The world becomes more interconnected as globalization continues to expand based on economy and technology. Wars and human migration become global issues beyond their national boundaries as recently shown in the Syrian civil war and the increasing number of refugees around the world. These issues invite students to become critically and socially responsible and to deepen their transnational understandings through global education.

Despite the urgent need for global education, however, there is no *official* curriculum standard or specific guidelines on global literacy in the United States. For instance, the International Literacy Association Standards (2017), which are used for preparing literacy professionals, do not include guidelines on how to teach global literacy to students. Thus, educators' agency becomes more important in engaging students in global perspectives through children's literature. As Oberman et al. (2012) noted, using open-ended approaches in the early grades will contribute to deepening students' understanding of global values. Children's literature is an excellent way to present such topics. It could serve as a resource for educators to support students to become critically and socially responsible human beings in this complex, interconnected society.

The question remains: How does children's literature reflect the current characteristics of global education in the United States? A variety of disciplines, including sociology, have engaged in discussions about world views and cosmopolitanism, the philosophical and ideological idea that human beings belong to the world community beyond the national community (Yoon, 2016; Yoon et al., 2018). Prominent scholars (e.g., Lehman et al., 2010; Sant et al., 2018; Saperstein, 2020; Short, 2011; Tarozzi, 2022; Yokota & Teale, 2017) emphasize bringing world views into the classroom. However, it is true that the idea of cosmopolitanism has not been widely used in literacy education. Hull and her colleagues (2010) argued that, although the field of language arts and literacy education includes global and intercultural competence as one of the important 21st century skills, cosmopolitanism has not been used as a necessary lens.

Along with scholars in the field of literature, numerous educational scholars claim that education about the world is lacking in the United States (Kirkwood-Tucker, 2009; Merryfield, 2014; Nussbaum, 2002; Rapoport, 2013; Rizvi, 2009; Spring, 2018; Watson, 2015; Westheimer, 2015; World Savvy, 2012; Zhao, 2010). Some picture books portray *others* as inferior or antiquated (Haag et al., 2018). Therefore, the portrayal of the world and *the other* in children's literature needs to be examined before introducing it to our students. In selecting children's literature for teaching, it is fundamental to first examine whether it includes global perspectives, and if so, in what ways the texts portray these perspectives. This study is based on the need to help educators to evaluate and select children's literature to strengthen global education. The current research aims to contribute to both fields of literature education and global education with important insights.

Literature Review

This content analysis study is guided by Hanvey's (1976) global education, Choo's (2013) third wave of globalization in literature, and Langer's (2011a) envisionment process. Although each field is unique, they are interdisciplinary in nature as described below.

Global Perspectives in Global Education

Although there are many approaches to global education, the most prolific would be Hanvey's (1976) framework (see the details of the framework in Yoon, 2016). As Merryfield (2014) noted, *An Attainable Global Perspective* (Hanvey, 1976) is "the most quoted work in global education to this day" (p. 113). Hanvey's framework that has interdisciplinary dimensions is considered as "a core of global education" (Watson, 2015, p. 8). According to Landorf (2009), even though these dimensions span almost five decades, they are still the backbone of contemporary global education. In short, Hanvey's framework aligns with this study's objective of obtaining a glimpse of global perspectives.

Specifically, Hanvey's (1976) framework includes five core dimensions: a) consciousness of diverse perspectives within the world, b) awareness about the planet, c) cross-cultural understandings, d) awareness of dynamic systems in global contexts, and e) understanding of choices that human beings make. Overall, these dimensions stress an awareness of the present world. The first dimension emphasizes an awareness of multiple views within the world. Its purpose is to help students recognize that other cultures exist in the world and that *otherness* needs to be respected. The premise is that an individual's view of the world is neither right nor wrong, neither superior nor inferior, but rather is different.

Hanvey's (1976) second dimension is similar to the first but adds the concept of global connectedness. It is not about simply understanding cultural differences, but for students to recognize the relationships between causes and effects that shape the complex issues in global contexts. For instance, the causes and effects of COVID-19 on the world economy, education, and health could be a topic of discussion. The causes of global issues require an in-depth understanding beyond awareness. If educators consult this dimension, then they may help students identify how they relate to others from around the world.

Hanvey (1976) notes that cross-cultural understanding, the third dimension, requires the utmost global cognition. Its purpose is to promote individuals' deeper cross-cultural understanding. According to Hanvey, cross-cultural awareness is necessary in order to comprehend the varying array of ideas in human societies. He asserts that the process of cross-cultural understanding must include a critical examination of individuals' own norms and approaches, and that surface level cultural lessons such as food festivals and traditional costumes might be insufficient to promote an in-depth transnational understanding. Furthermore, the likelihood of stereotyping increases when there is a deficit of deep and genuine understanding about other cultures.

Dimension four, awareness of dynamic systems in global contexts, posits the world as an interconnected mechanism. Within this dimension, an individual must be able to adapt to an ever-changing world. Educators can help their students develop awareness of global change and reflect upon the consequences that may or may not result from that change.

The final dimension that Hanvey (1976) suggested is recognizing the impact of one's decisions on others. He refers to this dimension as an awareness of an individual's role within the decision-making process. One cannot simply make a choice in a vacuum; an individual's decisions can have repercussions upon future generations. Being cognizant of the impact of one's decision has on others, is a key educational element. For this dimension, educators can foster a sense of being a responsible, global citizen. In this regard, citizenship is no longer a construct situated within national borders but an interconnected global allegiance.

In summary, the world as a unified community is a fundamental concept to understand global education. These cosmopolitan concepts can be promoted through literature, which is a significant resource for our children's way of thinking about the world (Short, 2018).

Cosmopolitanism Through Envisioning Process

Cosmopolitanism is particularly important to understanding current global education. Hansen (2011) notes that the word *cosmopolitan* was first used by the Cynic philosopher Diogenes in the fourth century B.C.E. The term comes from the Greek word, *kosmopolitēs*, which means the citizen of the world (Hansen, 2011).

According to Choo (2013), there are four waves of global approaches in literature. The most current approach is based on cosmopolitanism. Choo (2013) emphasized that literature is a powerful text "in educating beyond the ideological values of the nation-state by promoting world, global, and cosmopolitan orientations and disposition" (p. 33). These statements imply that teaching literature could be reframed beyond nationalistic perspectives. Choo (2020) argues that it is the educator's role to develop students' cosmopolitan consciousness through global literature on a regular basis.

Promoting cosmopolitan perspectives, however, is not simple. Individuals have grown up in a certain local context with certain beliefs and understanding the global context might be daunting without any engaging processes. Langer's (2011a) envisionment building process might provide a supportive lens in helping educators build understandings in the classroom. Langer (2011a) asserts that literature supports students' envisionment. She refers to envisionment as a process of understanding individuals at a particular time and place. Envisionment requires students' reflexivity of their local identity before engaging in connecting to other people's lives and experiences. Children's literature supports this envisionment process. Through engaging in children's literature, which represents cosmopolitan perspectives, students might consider the notion of self in relation to others, rather than self vs. others. This process of seeking and finding meaning is called envisionment building. Envisionment building is vital for students to envision themselves as global citizens who embrace other views of the world.

Taken together, Hanvey's (1976), Choo's (2013), and Langer's (2011a) theoretical and conceptual frameworks aided in the analysis process by providing the overarching idea that the global awareness based on cosmopolitanism might be possible when children's literature offers space for the active envisionment building process.

Methods

Data Collection and Source

For this study, the researcher conducted the content analysis study in 2017 at the International Youth Library, which is *the world's largest library* for children and youth literature (International Youth Library, n.d.). To get a glimpse of the current state of global education through picture books in the United States, the researcher reviewed books that were published after 2010. Because the text in picture books provides meaning, focusing on the text contributed to the purpose of the current study, which was to observe the overall pattern of current global education in U.S. children's literature published between 2010 and 2016.

Two major criteria were applied to collect the sample data: a) The picture books were published after 2010 to reflect more current characteristics of global education; and b) The term *global* should be included under the *subject* line in the Horn Book Guide (The Horn Book, n.d.). According to The Horn Book (n.d.), "The Horn Book Magazine is the most distinguished journals in the field of children's and young adult literature" (para. 1). The Horn Book Guide was recommended by the in-house librarian who informed the researcher that it provides information about the books for young people that are published in the United States. The Horn Book Guide is published two times per year. The book genre, such as fiction or non-fiction, was not a criterion for this study.

After establishing these criteria, the researcher first looked at the index in the Guide. The researcher checked whether the term *global* in the subject line matched the content of the book. In this process, the researcher found several books that contained global perspectives from the index of *multicultural books*. This observation led the researcher to cross-reference both *multicultural* and *global* terms. The Guide seemed to use both terms interchangeably. Additionally, the researcher confirmed the content after checking out the available books from the library. The researcher went beyond the index by double-checking the content. For instance, if the index included the word, *globe* in *globe theatre*, but it had nothing to do with global perspectives (e.g., London's Globe Theatre), it was removed from the study. Through all these processes, the researcher found that there were 86 picture books existing in the library's collection that became the data source for this content analysis (see the book list in Appendix).

Data Analysis

The researcher analyzed these books by using the content analysis method (Krippendorff, 2013), the frameworks of global education by Hanvey (1976), cosmopolitanism by Choo (2013), and environment building by Langer (2011a). Krippendorff's (2013) method provides the content analysis principles, which emphasize the context for analysis, and Corbin and Strauss's (2015) strategies provide specific analysis procedures. To answer the research questions, the researcher took several content analysis procedures. First, open coding was conducted, followed by axial coding, and then ending with selective coding (Corbin & Strauss, 2015).

Specifically, for the process of open coding (i.e., examining and categorizing data), the researcher read the books a minimum of three times to understand the content of the books. In this stage, the researcher examined the picture books for broader categories such as the inclusivity of global perspectives and cosmopolitanism. After the open coding, the axial coding procedures, which

include *making connections between categories*, were conducted. In this process, the specific framework of global education (Hanvey, 1976) was employed as a lens for the analysis. The researcher focused on how the books were designed to promote knowledge of the world and in what way that knowledge was depicted. For example, when a book showed national flags with each country's name, the researcher interpreted that the book attempted to deliver the message that flags were different around the world. Accordingly, the researcher coded it as *D1* which meant Dimension 1: Awareness of multiple perspectives within the world. When a book portrayed global perspectives by introducing other countries through global warming issues, the researcher coded as *D2* which meant Dimension 2: The global awareness about the planet. The researcher employed color-coding based on the different dimensions (see Appendix for the list and color-coding).

Finally, the selective coding process required finding the relationships among the categories. Thus, the researcher compared the books based on the color-coding that she constructed. In this process, the researcher utilized the concepts of cosmopolitanism (Choo, 2013) and envisionment building (Langer, 2011a). The researcher examined how those initially coded books reflected these concepts to promote transnational understandings. The coding summary based on the dimensions of global education can be found in Table 1.

Table 1. Coding Based on Global Dimensions by Hanvey (1976)

Dimensions	Focus for Coding	Number of Books
1	Consciousness of diverse perspectives within the world	58
2	Awareness about the planet	24
3	Cross-cultural understandings	2
4	Awareness of dynamic systems in global contexts	1
5	Understanding of choices that human beings make	1

Researcher's Positionality

In the research process, the researcher's subjectivities and bias are unavoidable (Bogdan & Biklen, 2007), yet they must be acknowledged. In conducting this content analysis study, the researcher's teaching and research experiences in Asia, Europe, and North America have shaped her views on global issues. As a teacher educator in the field of language and literacy education, the researcher has worked with teacher candidates and in-service teachers in teacher education programs for over 20 years. She teaches courses such as children's literature and critical literacy. These experiences may have influenced the ways in which the researcher approached this study and interpreted the data.

Findings

Findings showed that 82 out of the 86 picture books examined tended to promote the consciousness of diverse perspectives within the world and global awareness. That is, dimensions 1 and 2 were more visible than dimensions 3 (cross-cultural understandings), 4 (awareness of dynamic systems in global contexts), and 5 (understanding of choices that human beings make).

A mere two books were coded under Dimension 3 while only one book was coded under Dimension 4 and Dimension 5 respectively. Specific discussions on the findings have been highlighted with supporting examples below.

Awareness of the World

The findings suggested that the reviewed picture books focused more on dimension 1, promoting individuals' awareness of multiple perspectives within the world. As shown in Table 1, 58 books belong to this dimension. The books portrayed that people and cultures around the world are different. For example, *Celebrating Birth Around the World* (Ganeri, 2016) explained how special occasions such as birthdays are celebrated around the world. By taking a Sikh baby's birth as an example, the book described that "the baby's parents take him or her to the gurdwara. They are joined by their friends and family for a naming ceremony" (p. 4). It emphasized that people around the world celebrated in their own ways (e.g., "other people do not follow a religion," p. 4).

The celebration of different cultures was common in the reviewed books. For instance, *My Food, Your Food* (Bullard, 2015) introduced foods from different cultures. The book included words such as *egg rolls*, *borscht*, *kimchee*, *spaghetti*. Country names such as Italy and Mexico were shown when the book introduced spaghetti and salsa respectively. *Easy Breakfasts from Around the World* (Llanas, 2011) shared a similar theme about foods. The book introduced breakfast recipes (e.g., how to make Finnish pancake, *pannukakku*).

Another noticeable finding was that when the children's picture books discussed global perspectives, they were through a specific topic, such as global warming. Among the 86 picture books, 24 books were on global warming, representing almost 30% of books studied. This trend was more evident in 2010 and 2012 then compared to other years. Among the 43 books published in 2010 and 2012, 19 books discussed the global warming issue, representing 45% of the children's literature during those years (see Table 2 and 3).

Table 2. Book Category and Global Warming Topic

Year	Number of Books Under Global/Multicultural Category	Number of Topics on Global Warming	Percentages
2010	18	11	61%
2011	33	4	12%
2012	25	8	32%
2013	2	0	0%
2014	3	0	0%
2015	10	0	0%
2016	5	1	20%
Total	86	24	29%

Table 3. Genre on Global Warming/Planet

Year	Number of Topics on Global Warming	Fiction	Non-Fiction
2010	11	1	10
2011	4	1	3
2012	8	1	7
Total	23	3	20

Along with this limited topic, noticeable findings showed that global warming issues were presented through the form of informational texts. With the exception of some books (e.g., *Ivy and Bean: What's the Big Idea*, Barrows, 2010; *The Glaciers Are Melting*, Love, 2011), the majority of books on global warming, 20 out of 23 published during the years of 2010-2012, were non-fiction.

Interestingly, certain years have more books on global warming issues. As shown in Table 2, compared to the first three years (2010-2012), the next four years (2013-2016) have a significant decrease on global warming topics. Specifically, there was only one book in 2016, and no books with the topic of global warming in 2013, 2014, and 2015. This shows that global warming was a popular topic in the earlier 2010s. This trend reflects that the global warming issue received more attention from the public right after the politician Al Gore's political campaign on the environmental movement and his Nobel Peace Prize in 2007. The findings may have indicated that the popularity of the global warming issue reflected the political agenda at that time.

Lack of Transnational Understandings

Another key finding was that the topic of human relations between countries to promote transnational understandings were rather absent. Although there were two fiction picture books (*Same, Same but Different* (Kostecki-Shaw, 2011); *Families Around the World* (Ruurs, 2014) that seemed to be designed for developing transnational understandings through human interactions (see the examples below), the non-fiction picture books tended to introduce other countries as *fixed* elements with stable information.

An example to support this finding is *A Ticket Around the World* (Diaz & Owens, 2015). This book introduced 13 different countries with their locations on the world map. It explained each country's cultural background, such as language. One statement in the book noted, "India is known for its ancient temples, spicy curries, and the game of cricket. It has over a billion people and sixteen official languages" (p. 6). The information about each country is introduced by a young, male protagonist, who says, "let's go around the world together!" (p. 2). The book introduces the world to the reader as the form of informational text.

It was a concurrent theme that cultures in other countries were presented as information without any substantial discussion and nuance within the global community. Several countries' musical instruments, dancing, and foods were introduced; however, the books did not show why their cultural artifacts are meaningful to them or how their cultural references are related to the world community. For instance, *People of the World* (Loewen & Skelley, 2015) included several pictures of the peoples' faces around the world, such as in the African continent, without any substantial discussion. This book seemed to present cultural diversity and uniqueness superficially.

A superficial discussion is also shown in another book, *What We Wear: Dressing Up Around the World* (Ajmera et al., 2012). This book highlighted the varied types of clothing of children from around the world. Although this book portrayed the different attires around the world, it did not introduce why they wear that particular outfit. For instance, the children from Papua New Guinea and Ethiopia were illustrated wearing feathers, beads, and flowers. With the children's pictures, the following message is included: "...wearing feathers, beads, and flowers" (Ajmera et al., 2012, p. 6) on the top of the page to describe the children from the countries. Another book, *Lighting Our World: A Year of Celebrations* (Rondina, 2012), depicted how people around the world used light (e.g., candles) to celebrate special events. These two books shared the same theme, which presented other people's culture as information without any nuance.

It appears that these authors intended to expand children's global perspectives and express the message that people of the world are different, and their otherness should be respected. Yet, little

elaboration was made on global connectiveness by treating other cultures in an isolated manner as fixed people in the given country.

Although findings from this study exhibited a lack of books promoting transnational understandings, there was an exception. For instance, in *Same, Same but Different* (Kostecki-Shaw, 2011), the author portrayed two characters who established a transnational pen-pal relationship. The characters introduced their country to the other and interpreted it within another context of the world. The two boys, Kailash from India and Elliot from the United States, shared their customs by exchanging letters and drawings. The boys learned about each other's families, schools, and ways of greeting. Compared to other reviewed books, this picture book is unique in the sense that it has a storyline. By sharing their own cultural elements with their partners in another continent, the author attempted to promote transnational understandings through two different countries and continents by means of the two characters. It has the characteristics of global education on the dimension of *cross-cultural understanding*.

Discussions and Conclusions

Guided by the integrated frameworks centering on global education and literature education, this content analysis of 86 picture books provides new ways of examining global perspectives in children's literature. To the researcher's knowledge, the current study might be the first attempt to closely examine children's literature by using the specific dimensions of global education. The findings through this approach provide important insights for the field of education and provide future directions to support global education in this interconnected world. The results offer both theoretical and practical implications.

Theoretical Implications

The findings indicate that the examined picture books exhibited greater support for the first two dimensions of global education by Hanvey (1976) by introducing people and their culture around the world, and by focusing on global warming issues on the planet. The message that the world encounters the climate change issue and the need for awareness is presented in the books in the present study. This finding suggests there was a greater perceived importance on global warming during the period of 2010-2016.

However, the cross-cultural awareness, the dynamic global systems, and human choices that were within Hanvey's (1976) five core dimensions were not fully depicted. The reviewed books avoided critical issues by focusing on global knowledge as facts. A plausible reason is that the books' authors may have been hesitant to write about the complicated human issues for children who may have been perceived as not ready to grasp concepts such as human relationships. As studies suggest (e.g., Kuby, 2013; Rogers & Labadie, 2015; Vasquez, 2014), however, even younger children are able to understand complex social justice issues. The results of the present study suggest the need for more books about human interactions and co-dependencies. More children's books are needed that can develop students' critical consciousness through the discussion of cross-cultural awareness, the dynamic global systems, and human choices.

The findings that many of the reviewed books supported the first and second dimensions indicate that knowledge is portrayed as a fact, but "knowledge not merely a compilation of facts about a

topic” (Langer, 2011b, p. 1). Yet, the study findings suggest that the non-fiction books examined tended to portray global knowledge as facts and to deliver the message through a limited topic. Engel (2014) explains that “cultural diversity is conveyed largely through non-threatening ideas of global connections such as in relation to food, festivals, and flags” (p. 251). Scholars argue that these *surface* features are not sufficient for understanding other cultures (Merryfield & Wilson, 2005; Ramsey, 2008). The limited topics in the reviewed books create many issues. For instance, when books depict global knowledge as facts, it is difficult for educators to promote students’ *critical* global perspectives. However, when they portray issues such as cross-cultural awareness, the dynamic global systems, and human choices, educators might have more opportunities to discuss power and inequality issues with students in the classroom. Through those types of global books, students might have more opportunities to challenge themselves to better understand different cultures and to disrupt bias and prejudice that they might have toward others (Short, 2018).

Promoting global perspectives is important, but it needs to be coupled with an emphasis on critical consciousness (Yoon, 2018), a learning process of recognizing the contradictions of economic, social, and political systems in the world and of being ready to take social actions against the oppressive realities of the world (Freire, 1970). Numerous scholars emphasize that critical perspectives needed to be integrated into global education curricula (Bryan & Bracken, 2011; Kerkhoff, 2017; Larsen & Searle, 2017; Oikonomidoy, 2016; Rizvi, 2009) and into global literature to discuss complex issues such as racism and refugee issues (Naidoo, 1992). The analysis of the reviewed books demonstrates the need for more complex topics, so students can engage in critical global perspectives.

Indeed, this content analysis study was not intended to analyze the books based on genre. As noted earlier, the genre was not a criterion for this study. The findings, however, suggest there is a co-relationship between the portrayal of global perspectives and the choice of the genre. Many of the examined non-fiction picture books tended to introduce people’s lifestyles as information, as shown in the examples of the books such as *People of the World* (Loewen & Skelley, 2015) and *A Ticket Around the World* (Diaz & Owens, 2015). The genre of non-fiction picture books tended to treat the world as a flat system instead of a complex one with dynamic relationships of human practices.

The focus of non-fiction genre only might be a challenge to support students’ envisionment building process. It is because the picture books within this genre tend to focus on fixed knowledge which refers to point-of-reference according to Langer (2011a), rather than opening horizons of possibilities that children can pursue. Diverse topics and genres might offer more opportunities for children to participate in building envisionment and to better understand the world. As shown in the analysis of *Same, Same but Different* (Kostecki-Shaw, 2011), this fictional book seemed to provide more opportunities for conversation on human relations for transnational understandings.

The lack of diversity on global issues in relation to transnational understandings in children’s picture books lead to many questions on the topic. There might be several reasons behind this pattern such as a prevalent nationalism perspective in the United States (Merryfield, 2009, 2014; Roman, 2003), or it might be related to the clarity of the concepts. Within the publishing field, there seems to be confusion about the terms, *multicultural* and *global* based on the observations provided by the researcher. Some books that included global perspectives were in the multicultural index in the Guide. It shows that, rather than depending solely on the label as *global* or

multicultural, it is important to conduct a manual screening for global books. The naming of literature on the world is various, ranging from terms such as multicultural literature, global literature, or international literature (Hadaway & McKenna, 2007). Clarifying these terms might support researchers and educators' roles to bring more attention to global perspectives in children's literature.

Furthermore, this study also suggests an additional criterion to examine children's literature—critical cosmopolitanism (Delanty, 2006; Oikonomidou, 2016; Rizvi, 2009). There are several different criteria for selecting children's literature including cultural authenticity and accuracy (Bishop, 1992; Harris, 1997; Kruse 2001; Louie, 2006; Short & Fox, 2003), and assimilation or cultural pluralistic ideology through inferred message (Yoon et al., 2010). It is time that educators in literature education consider the philosophical and ideological idea of critical cosmopolitanism as an additional criterion in this interdependent global society. Critical cosmopolitanism goes further from *soft* cosmopolitanism that focuses on the world as a fixed and neutral notion of knowledge. Global education based on critical cosmopolitanism develops individuals' critical consciousness and focuses on individuals' openness toward other cultures; it aims to transform the global society for social justice and equity. Possibilities open more with this critical framework for children to envision the world and to name it with their global identities.

In proposing the criterion, the difference between multicultural and transnational literature needs to be clarified. The researcher defines *transnational* literature as books that deal with the cultural references across the borders and discuss a link between the dynamic local and global settings. Transnational literature is multicultural in essence because it promotes cultural pluralism, but multicultural literature is not necessarily transnational in nature. This is because the discourse of multicultural literature in the United States is within the local context, such as discussing minority groups based on social justice issues. However, transnational literature includes cross-bordering concepts. For instance, the book, *Same, Same but Different* (Kostecki-Shaw, 2011), is considered as transnational literature because it addresses human practices from both North America and Asia. More clear definitions between multicultural literature and transnational literature might bring more attention to the global perspectives based on cosmopolitanism.

Practical Implications

The findings also provide practical implications for educators who use children's literature as a key resource to develop students' global perspectives. As noted earlier, the official curriculum standard does not exist in the United States. In this regard, the role of classroom educators who work with students is critical. The findings of the current study offer three specific suggestions for educators to develop students' global literacy.

First, it is important for educators to select texts that promote diverse global perspectives to strengthen global education. In selecting children's literature for teaching, it is fundamental to first examine whether it includes global perspectives, and if so, in what ways the texts portray these perspectives. As shown in the findings, the authors of the picture books focused more on global warming than other global issues, which suggests there is a need for a more diverse presentation of global ideas that lean toward humanistic, global approaches that view the world as a dynamic human system. Children in the United States would benefit from access to more books that allow them to see themselves as part of the larger, global world beyond the United States border.

Second, educators might consider developing students' critical global literacies (Yoon, 2016) by encouraging them to critique the content in children's books. As shown in the analysis of the reviewed books, other countries' cultures were often presented without any substantial discussion and nuance within the global community. In fact, some picture books portray *others* as inferior or antiquated (Haag et al., 2018). The findings of the current study are congruent with those findings; therefore, the portrayal of the world and *the other* in children's literature needs to be discussed with our students. The main purpose of critical global literacies should be to "help students become socially responsible world citizens, beyond their local and national identities" (Yol & Yoon, 2020, p. 2). For this purpose, it is key to offer students with ample opportunities to question the content and to uncover limited views or misrepresentations about other cultures.

Finally, it is suggested that educators help students to reframe the misrepresented or antiquated content in children's literature. Teachers with the help of their students can discuss on how they might change the content to promote authentic and diverse views of other cultures as a way to facilitate global perspectives. For example, if *What We Wear: Dressing Up Around the World* (Ajmera et al., 2012) could expand global perspectives, it might provide explanations on why they wear that particular outfit and how the children in this contemporary era might wear different attires.

This practice of reframing content is particularly useful for students to avoid false images of other countries and to increase their deep understanding of the world. Due to the absence of the curriculum and the specific guidelines of global literacy in the United States, our students do not have access to learning diverse perspectives of other countries in schools, which might lead them to be in the dominant ideology of superiority of their own country. The practice of reframing content in the classroom will help students to examine their own belief system about their country and other countries as well as be more open toward other cultures.

Limitations and Future Research

Though illustration-driven, the researcher focused on the text in picture books to find the overall pattern of global education. Therefore, multiple layers of analysis including the images and pictures based on each dimension of global education might be necessary for further research to confirm or refine the current findings. In addition, the researcher analyzed the data based on Hanvey's (1976) five dimensions as described earlier. Given that there is a wide range of global perspectives, using a more critical global education framework (e.g., critical cosmopolitanism, Delanty, 2006; Oikonomidoy, 2016; Rizvi, 2009, critical global literacies, Yoon, 2016) might result in different findings. Furthermore, the study is limited by the selection of books available. Due to the small sample size (86 books) and limited time period (7 years, 2010-2016), this study might not fully reflect global literary trends in the United States. Finally, most picture books that were reviewed were published between 2010-2012. These years have more books on global warming issues. The trends reflected the popularity of environmental issues in 2010. To learn more about longitudinal trends, it is important to review the picture books published before and after the period of 2010-2016.

The critical analysis of the selected picture books through a lens of global perspectives provides many important insights. However, more extensive and longitudinal studies would be helpful to confirm, refine, and expand the current findings. More extended studies with a critical lens will

contribute to identifying national trends in U.S. children's literature. The researcher invites researchers and educators around the world to expand the current study through examining young adult literature, using different theoretical frameworks, and comparing the books published in the United States with those published outside of the United States. A replication of this current study in other contexts (e.g., Europe) would probably provide a fuller picture of global perspectives. As Short (2009) noted, understanding global perspectives is a necessity in this global era. The researcher hopes this article serves as a stepping-stone to move literature education toward *transnational literature education* to help students become responsible citizens in this interdependent global society.

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Appendix

Picture Book Lists/Authors/Year by Hanvey's Framework (1976)

- D1 (Dimension 1): Consciousness of diverse perspectives within the world.
 - D2 (Dimension 2): Awareness about the planet.
 - D3 (Dimension 3): Cross-cultural understandings.
 - D4 (Dimension 4): Awareness of dynamic systems in global contexts.
 - D5 (Dimension 5): Understanding of choices that human beings make.
1. Their great gift by Coy, 2016, D1
 2. One little two little three little children by Dipucchio, 2016, D1
 3. First light, first life: A worldwide creation story by Fleischman, 2016, D1
 4. Police to the rescue around the world by Staniford, 2016, D1
 5. How can we reduce fossil fuel pollution? by Wang, 2016, D2
 6. The way to school by McCarney, 2015, D1
 7. Celebrating birth around the world by Ganeri, 2016, D1
 8. Remembering the dead around the world by Ganeri, 2015, D1

9. Bizarre things we've done to our bodies by Balcerzak, 2015, D1
10. People of the world by Loewen & Skelley, 2015, D1
11. Celebrations and special days by Lawrence, 2015, D1
12. A ticket around the world by Diaz & Owens, 2015, D1
13. School days around the world by Ruurs, 2015, D1
14. With a friend by your side by Kerley, 2015, D1
15. My food, your food by Bullard, 2015, D1
16. Dear Malala, we stand with you by McCarney, 2014, D5
17. Families around the world by Ruurs, 2014, D3
18. By day, by night by Gibson, 2014, D1
19. Healthy kids by Ajmera, 2013, D4
20. What a party by Machado, 2013, D1
21. A bus called heaven by Graham, 2012, D1
22. It's a big world, little pig by Yamaguchi, 2012, D1
23. Laundry day by Manning, 2012, D1
24. What we wear: Dressing up around the world by Ajmera, 2012, D1
25. Zachary's dinnertime by Levinson, 2012, D1
26. I wonder why countries fly flags by Steele, 2012, D1
27. Lighting our world: A year of celebrations by Rondina, 2012, D1
28. Having the energy by Lanz, 2012, D2
29. How shall we travel by Lanz, 2012, D2
30. Shopping choices by Lanz, 2012, D2
31. Waiting for ice by Markle, 2012, D2
32. Warmer world: From polar bears to butterflies, how climate change affects wildlife by Arnold, 2012, D2
33. Deadly storm alert by Bredeson, 2012, D2
34. Global warming by Oxlade, 2012, D2
35. Snow children by Yamashita, 2012, D2
36. Little treasures: Endearments from around the world by Ogburn, 2011, D1
37. Children's celebrations, by Rohr, 2011, D1
38. Daisy is a daisy is a daisy by Wolfsgruber, 2011, D1
39. Full moon is rising by Singer, 2011, D1
40. Ladder to the moon by Soetoro-Ng, 2011, D1
41. Religious celebrations by Rohr, 2011, D1
42. While you're sleeping: A lift-the-flap book of time around the world by Bernhard, 2011, D1
43. Brass Instruments by Ganeri, 2011, D1
44. Come and eat by Ancona, 2011, D1
45. Drums and percussion instruments by Ganeri, 2011, D1
46. Easy breakfasts from around the world by Llanas, 2011, D1
47. Easy desserts from around the world by Alexander, 2011, D1
48. Easy lunches from around the world by Llanas, 2011, D1
49. Easy main dishes around the world by Alexander, 2011, D1
50. Easy snacks from around the world by Alexander, 2011, D1
51. Easy vegetarian foods from around the world by Llanas, 2011, D1
52. Food culture by Petrie, 2011, D1
53. I am different by Padmanabhan, 2011, D1
54. If you lived here: Houses of the world by Laroche, 2011, D1
55. One world kids cookbook: Easy, healthy and affordable family meals by McCallum, 2011, D1
56. Pianos and keyboards by Ganeri, 2011, D1
57. Same, same but different by Kostecki-Shaw, 2011, D3
58. Stringed instruments by Ganeri, 2011, D1
59. Voices and singing by Ganeri, 2011, D1
60. Wind instruments by Ganeri, 2011, D1
61. How the weather works by Dorion, 2011, D1
62. Earth's fever by Aitken, 2011, D2
63. Fever at the poles by Aitken, 2011, D2
64. Fever in the oceans by Aitken, 2011, D2

65. The glaciers are melting! by Love, 2011, D2
66. Amazing faces by Hopkins, 2011, D1
67. Bags and purses by Civardi, 2011, D1
68. Masks by Thomson, 2011, D1
69. Bowls and boxes by Civardi, 2010, D1
70. July like you by Konrad, 2010, D1
71. Longest day: Celebrating the summer solstice by Pfeffer, Wendy, 2010, D1
72. Musical instruments by Thomson, 2010, D1
73. Our grandparents: A global album by Ajmera, 2010, D1
74. Say Hello! by Isadora, 2010, D1
75. Toys and models by Thomson, 2010, D1
76. Earth: Feeling the heat by Guibereson, 2010, D2
77. Global warming by Simon, 2010, D2
78. Magic school bus and the climate challenge by Cole, 2010, D2
79. Where do polar bears live by Thomson, 2010, D2
80. Ivy+Bean what's the big idea by Barrows, 2010, D2
81. Living in a warmer world by Olhoff, 2010, D2
82. Myths and controversies by Olhoff, 2010, D2
83. The science by Olhoff, 2010, D2
84. Social solutions by Olhoff, 2010, D2
85. What shall we eat by Lanz, 2010, D2
86. Wonderful water by Lanz, 2010, D2