

Youth literature curricula at teacher training colleges in the Netherlands

Master thesis

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Irene Reiling

Abstract

Research has shown that primary school teachers can positively influence the reading abilities and reading motivation of their students (Van Steensel, van der Sande, Bramer, & Arends, 2016). However, recent research has also indicated that in the Netherlands, pre-service teacher's knowledge of youth literature is often limited to books from their own childhood and that their interest in youth literature is low (Groothengel, 2016). This study focuses on the role of youth literature in the curricula of teacher training colleges, and the interest in and knowledge of teacher trainers regarding this type of literature. First, a review of the literature was carried out to find potentially influencing factors on the interest in and instruction of teacher trainers regarding youth literature. Several factors were found. Secondly, a case study was carried out at one teacher training college, by interviewing 10 teacher trainers about their lessons and the potentially influencing factors, and researching the institutes' online documents about the lessons. It turned out that more youth literature was used in classrooms than was described in the documents. Some of the factors from the literature review are popular amongst the teacher trainers, while others get less attention in the curricula. The results were used to develop an online survey for teacher trainers from the Dutch language sections of teacher training colleges in the Netherlands. Results from the survey show that teacher trainers' attitudes towards youth literature are positive. The teacher trainers also endorsed the potentially influencing factors on the knowledge of and interest in youth literature, such as sharing knowledge and active cooperation, that were found in the review of the literature. However, some of these factors are not yet implemented in their own teaching, such as digital instruction and regular consultations with colleagues from other courses. Teacher trainers do recommend books to their students regularly though, especially when they have a positive attitude towards youth literature themselves. They also encourage the pre-service teachers to use youth literature in their internships. However, results from the survey also show that teacher trainers are critical about the knowledge of youth literature among their students and only about half of the teacher trainers reports being satisfied with the attention for youth literature in the current curriculum of their teacher training college. It is recommended to conduct further research focusing of the actual effectiveness of each factor that was found in literature, and between the different stakeholders in education.

Keywords: youth literature, teacher training college, instruction, curricula, pre-service teacher

Contents

1. Introduction	6
Research questions	7
Context	7
Relevance	7
2. Theoretical framework	8
2.1 Goal	8
2.2 Search method	8
2.3 Overview	8
2.4 Definitions	8
2.5 Input factors	9
2.6 Process factors	10
2.7 Conceptual framework	11
3. Method	12
3.1. Part one	13
3.1.1 Goals	13
3.1.2 Instruments	13
3.1.3 Respondents	13
3.1.4 Data-analysis	13
3.2 Part two	13
3.2.1 Goal	13
3.2.2 Instruments	13
3.2.3 Respondents	13
3.2.4 Data analysis	13
4. Procedures	14
5. Results	14
5.1 The intended youth literature curriculum of the KPZ	14
5.1.1 Dutch language courses	14
5.1.2 Other courses	14
5.2 The implemented youth literature curriculum at the KPZ	15
5.2.1 Reading behavior	15
5.2.2 Attitude	15
5.2.3 Teacher trainer's preparation	16
5.2.4 Classroom practice	16
5.2.5 Overall Curriculum	18
5.2.6 Summary	20
5.3 Youth literature curricula of Dutch teacher training colleges and the reading attitudes of teacher trainers from the Dutch language section	20

YOUTH LITERATURE CURRICULA AT TEACHER TRAINING COLLEGES

5.3.1 Respondents	20
5.3.2 Reading Behavior	21
5.3.3 Attitude towards the reading of youth literature	21
5.3.4 Teacher trainer's preparation	22
5.3.5 Classroom practice	23
5.3.6 Overall curriculum	25
5.3.7 Correlations between attitude and other factors	27
5.3.8 Correlations between the perceived effectiveness of process factors and the frequency of using process factors in lessons	28
5.3.9 Summary	29
6. Limitations and recommendations for future research	30
7. Conclusion, Discussion & Recommendations	31
7.1 Curriculum factors influencing the knowledge of and interest in youth literature of pre-service teachers	31
7.2 The curriculum of teacher training colleges regarding youth literature	31
7.3 The attitude of teacher trainers towards youth literature	33
7.4 The perceived effectiveness of existing youth literature curricula	33
7.5 General conclusion	33
References	35
Appendices	37

1. Introduction

The time Dutch primary schools spent on reading has increased during the last decade (Meelissen et al., 2012). Still, compared to the international averages, the percentage of Dutch students that is motivated to read is rather low (Mullis, Martin, Foy, & Drucker, 2012a). The *Progress in International Reading Literacy Study* (PIRLS) amongst fourth-graders in 49 countries all over the world revealed that 65% of the Dutch primary school students is motivated to read books, while 6% is not motivated, the other 29% of the students is somewhat motivated to read (Mullis et al., 2012a). Only seven other countries had a lower percentage of students who are motivated to read than the Netherlands (Mullis et al., 2012a). Of the Dutch students, 20% reported that they really liked reading, and 27% did not like reading. Only three other countries had a lower percentage of children that liked reading (Mullis et al., 2012a).

According to Cremin, Mottram, Safford, and Powell (2009), teachers can have an impact on the reading motivation of children because an increase in the knowledge of children's literature is often accompanied by enthusiasm, which is passed on to young readers. Other researchers found some evidence of an association between the reading attitude of pre-service teachers and the reading attitude of their former teachers. Research of Nathanson, Pruslow, and Levitt (2008) among in-service and pre-service teachers, showed that 64% of the enthusiastic readers had a teacher that was also enthusiastic and 56% of the unenthusiastic readers had a teacher that was also unenthusiastic. Van Steensel et al. (2016) concluded based on their meta-analysis that a primary school teacher can positively influence the reading motivation and reading comprehension of children in their classroom by using interventions that focus on reasons to read, combined with a promotion of positive self-evaluations of the students.

According to the 'Kennisbasis Nederlandse Taal' (a document of the Ministry of Education that prescribes the obligatory content of the subject Dutch language within the curricula of teacher training colleges), didactic and content knowledge about youth literature should be part of the curricula of teacher training colleges (Van der Leeuw, Israel, Pauw, & Schaufeli, 2009). In the Netherlands, there are different types of teacher training colleges. In this research, the term teacher training colleges refers to the institutes that train students to be primary school teachers. Research done amongst Dutch teacher training colleges on the topic of youth literature curricula in the Netherlands, showed that 63% of all teacher training colleges pay attention to children's and youth literature. In most cases, this is in the form of a course or a module (Stichting Lezen, 2014). In this research, it was reported that 96% of the teacher training colleges pay attention to youth literature in other courses as well. Courses that are most mentioned are Dutch language (96%), math (46%) and history (46%) (Stichting Lezen, 2014). The number of contact hours teacher training colleges spent on youth literature differed. Two of the responding colleges in the research of Stichting Lezen (2014) reported a number of less than 5 hours. Two other colleges said that they spent more than 30 hours on youth literature. However, more than 40% reported that their pre-service teachers had over 40 self-study hours for youth literature.

However, the question remains if the current reading instruction in youth literature within teacher training colleges is effective. Groothengel (2016) points out that pre-service teachers mostly have knowledge about books and authors that were popular during their own childhood, new books were underrepresented. Furthermore, the pre-service teachers reported that they do not read children's literature very often (Groothengel, 2016). In fact, for all genres of children's literature (novels, informative books, poems, comics and newspapers for children) at least 60% of the pre-service teachers reported that they only read these genres once every six months or not at all. For poems even 90% of the pre-service teachers reported this (Adolfsen, 2014; Groothengel, 2016). Applegate and Applegate (2004) argue that it is important that the existing curricula about reading in teacher training colleges are examined, and that opportunities are searched in the existing curricula, to provide an opportunity to demonstrate the effects of engaged reading.

The current research is set out to find out what the current role of youth literature curricula is in the curriculum of teacher training colleges, and how these intended curricula are implemented. The goal is to provide an overview of the attention to youth literature, and the opinions of teacher trainers about their youth literature curricula.

Research questions

This study is guided by a main research question and four sub questions focussing on input, process and output factors. The main research question is:

To what extent is instruction in youth literature implemented in the current curriculum of teacher training colleges in the Netherlands?

The four sub questions are used to answer this main research question in multiple parts. The first sub question is:

Which factors could influence the knowledge of and interest in youth literature of pre-service teachers?

This question is focussed on the researched literature on the topic of instruction in youth literature reading amongst pre-service teachers, with the goal to shed light on the factors that might be effective in getting pre-service teachers to read more youth literature.

The second sub question is:

What is the curriculum of teacher training colleges in the Netherlands regarding youth literature?

This question is focussed on the differences between the intended curriculum (school documents) and the implemented curriculum (classroom practice).

The third sub question is:

What is the attitude of the teacher trainers towards the reading of youth literature?

One of the factors that may be important for the implementation of youth literature in the instruction of teacher trainers is the attitude of teacher trainers. A positive attitude of the teacher trainer might influence the knowledge of and interest in youth literature by their students.

The fourth sub question is:

What is the perceived effectiveness amongst teacher trainers of the implemented curricula with regard to youth literature?

This sub question asks the teacher trainers for their opinions on the implemented curriculum, and how effective this curriculum is according to them. It is assumed that the attitudes of the teacher trainers could possibly influence this perceived effectiveness.

Context

This research is conducted in commission of the Katholieke Pabo Zwolle (KPZ). The KPZ is a school specifically for students who want to become primary school teachers. In 2014, a longitudinal research started at the KPZ on the topic of reading. During the first phase of this research, reading characteristics of pre-service teachers were researched. In the second phase, it was researched to which extent these reading characteristics related to the knowledge of and interest in children's literature. This research is the third phase and will shift focus from the pre-service teachers to the teacher trainers.

Relevance

This study contributes to the current knowledge base about instructing pre-service teachers about youth literature, and how to encourage them to read more. It contributes to the perceptions that exist about effective factors in reading education, with a specific focus on youth literature. In addition, it would be interesting for all teacher training colleges in the Netherlands to see how their curriculum of youth literature compares with the other curricula on the same topic. Schools may learn from each other's ideas and effective practices.

2. Theoretical framework

2.1 Goal

This research sheds light on factors that influence the youth literature curricula of teacher training colleges. This chapter introduces the theoretical framework for this research that is used in order to create a framework for the rest of this research. A distinction is made between input and process factors. Input factors in this research are the factors that cannot be controlled in a curriculum, process factors are assumed to be controllable in a curriculum. A structured literature review was carried out, that focused on two questions:

1. Which input factors regarding teacher trainers are related to the reading of youth literature amongst pre-service teachers?
2. Which process factors are related to the reading of youth literature amongst pre-service teachers?

This research is focused on the process factors and the input factors of the teacher trainer. Former research done at the KPZ by Adolfsen (2014) and Groothengel (2016) focused on output factors and input factors of the pre-service teachers. In the line of this research, the output factor, the result, would be improved knowledge of and interest in youth literature amongst pre-service teachers.

2.2 Search method

To provide this theoretical framework, the following search machines were used; Web of Science, Scopus, Google scholar, utwente/LISA. All of the search machines were systematically used to search for the following terms: *Pre-service, curriculum/curricula, literacy, literature, youth literature/youth literacy, teacher influence, digital literacy, reading promotion/promoting, promotion activities literacy, literacy activities, adolescent, children's books* and all kind of combinations of these terms. Articles focusing on youth literature curricula appeared to be scarce. Therefore the search was broadened with the following terms: *Student learning, adolescent learning, and teaching university students*. Additionally, the search machines Scopus and utwente/LISA were used to systematically search for the terms; *teacher trainer, teacher trainer, teacher, professor, lecturer, instructor*, in combination with: *gender, age, experience, education, characteristics, influence, influencing factor, determining factor, literacy*. In total, as is shown in Table 1, this led to a selection of 25 articles of which 2 were based on literature reviews and 23 on empirical studies. Additionally six books were examined.

Table 1

Number of books and articles sorted by input and process

Factor kind	Number of books or articles *
Input	16
Process	12

Note. Several articles were used to answer multiple questions. Other books and articles were used for introducing this research and defining terms.

2.3 Overview

The following paragraphs focus on the research questions for this literature review as described in paragraph 2.1. The articles in paragraph 2.4 show general findings about the different types of curricula, to explain the terms that are used in this research. Next, the input and process factors are discussed. In paragraph 2.5 an overview of input factors that might influence pre-service teachers reading is given. Paragraph 2.6 gives an overview of process factors that might influence pre-service teachers' reading.

2.4 Definitions

There are different definitions of the word 'curriculum' (Marsh, 2009). This research focusses on one of the most recent ones; a collection of terms, school documents, newspaper articles, committee reports and academic textbooks that together form the curriculum of the school (Marsh, 2009; Schubert, 2008; Van den Akker, 2003).

There are also different types of curricula; some articles refer to the types as 'representations of curricula'. In articles from 2000 until now, there is no solid definition of the different representations. Researchers use different names, and different numbers. Van den Akker (2003) distinguishes three types of curricula. The intended curriculum consists of the vision a school has towards the curriculum,

and the curriculum as described in the documents of the school. The implemented curriculum consists of the curriculum as seen by the teachers and of the curriculum as it is actually taught in the classroom. The last curriculum type is the operational curriculum, which consists of the curriculum as experienced by the students and of what is actually learned by students (Van den Akker, 2003). It is important that there is balance and consistency among these different representations (Van den Akker, 2003). Marsh and Willis (2007) also distinguish three types of curricula, yet the descriptions they use are shorter. The planned curriculum is about the guidance a school provides, and aligns with the intended curriculum mentioned by Van den Akker (2003). The second form, the enacted curriculum, aligns with the implemented curriculum of Van den Akker (2003), and is described as the guidance that is given by the teachers. The last form, the experienced curriculum, aligns with the operational curriculum of Van den Akker (2003). Marsh and Willis (2007) describe this experienced curriculum as the way students receive the guidance. Schubert (2008) also mentions the intended curriculum, and describes this as 'explicit goals to shape the outlooks and capacities', the experienced representation of a curriculum is also mentioned and described by a quote from Caswell and Campbell (1935) 'all the experiences children have under the guidance of teachers' (Schubert, 2008).

This research focusses on two types of curricula, the intended curriculum and the implemented curriculum as described by Van den Akker (2003).

2.5 Input factors

In this paragraph, various articles about factors that are difficult to influence in a curriculum and that may influence the reading of pre-service teachers are discussed. Various studies were found about characteristics that influence the knowledge of and interest in youth literature of pre-service teachers. No research was found that focusses on the influence of the teacher trainer on the knowledge of and interest in youth literature of the pre-service teacher.

Research done amongst 347 pre-service teachers in the Netherlands points out that the amount of books pre-service teachers read, and the attitude they have towards reading, cannot be determined by their year of study or their gender (Adolfsen, 2014). In line with this, Arici (2008) did not find any effects of gender on the reading frequency of Turkish pre-service teachers. Groothengel (2016) states that pre-service teachers' past reading experiences can influence the current frequency of reading children's literature by pre-service teachers. Moreover, a medium positive influence of the parents and peers on the reading frequency of pre-service teachers was found (Adolfsen, 2014). Research of Stalpers (2005a) amongst 487 Dutch high-school students showed that the reading climate, as well as the social values of parents and peers could influence the reading frequency of those students significantly. In fact, the more the parents and peers promoted reading in earlier years, the more the students read at the time of research (Stalpers, 2005a). In line with this, Stalpers (2005a) also found that the reading climate created by parents and peers could influence the reading attitude of Dutch high school students. A similar effect was found by Adolfsen (2014), where the parents were found to have a mildly positive effect on the reading attitude of pre-service teachers. Furthermore, the attitude of the pre-service teachers towards reading differs significantly based on their previous education (Adolfsen, 2014). At last, reading experiences pre-service teachers had in the past were an influencing factor for the reading attitudes of pre-service teachers (Groothengel, 2016).

Other researchers found that earlier reading experiences, in early elementary school as well as on college-level, can have a significant effect on the reading enjoyment of pre-service teachers (Applegate & Applegate, 2004). Additionally, research of Nathanson et al. (2008) amongst 747 pre-service and in-service teachers showed that there are significant differences between pre-service and in-service teachers who had a teacher in primary school that shared their reading enthusiasm, and pre-service and in-service teachers who did not have a teacher like this. Pre-service and in-service teachers with a teacher that shared a love of reading, are more likely to be enthusiastic readers themselves (Nathanson et al., 2008). When pre-service teachers were asked about factors that influence if and how much they read, they rated the lack of time to read and the lack of reading habit as the two most influencing factors (Akyol & Ulusoy, 2010). In another research, time was also the factor that pre-service teachers blamed for not reading (Arici, 2008).

In the research of Groothengel (2016) amongst Dutch pre-service teachers, the years of study, the age of the pre-service teacher and the past reading experiences were found to influence the knowledge pre-service teachers had of children's literature. The first year pre-service teachers showed a significantly lower knowledge of children's literature than pre-service teachers from the other three years (Groothengel, 2016). Additionally, Benevides and Peterson (2010) found that primary school experiences, childhood visits to a library, an early emphasis on mastering reading skills, being read to

as a child and awards for reading books correlate significantly with a higher reading level as a pre-service teacher (Benevides & Peterson, 2010). Their research focused on the reading levels of 227 pre-service teachers in Canada.

2.6 Process factors

In this paragraph, different articles about factors that can be influenced by the curriculum and the instruction of teacher trainers are discussed. The factors are divided into three sections, namely teacher trainer's preparation, classroom practice and overall curriculum.

Teacher trainer's preparation. Some researchers mention factors that focus on the preparation of teacher trainers. According to Applegate and Applegate (2004) teacher trainers should provide the pre-service teachers with well-planned instructional experiences and models, to promote their engagement in reading. Sulentic-Dowell, Beal, and Capraro (2006) found that teacher trainers should serve as models. They suggest amongst other things that teacher trainers should read books aloud to the pre-service teachers and that they should provide the students with creative and flexible reading strategies (Sulentic-Dowell et al., 2006)

Next, various researchers mention the possibilities that lie in using digital ways of learning. Benevides and Peterson (2010) recommend using a variety of texts, and including amongst other things, digital forms. Nathanson et al. (2008) suggest using materials enhanced by technology in lessons and Adolfsen (2014) suggests using digital reading clubs.

Classroom practice. Other researchers focus more on the classroom practice. Several suggestions were given in different studies to improve this classroom practice. At first, a two-year program called 'Literature matters' was set out in the UK in 2004. The program aimed at raising awareness amongst pre-service teachers about the promotion of children's books through libraries. It pointed out that lectures and ready-made modules were not effective for this. Instead, active workshop sessions, projects with role models and opportunities to practice worked better (Bailey, Hall, & Gamble, 2007). Pre-service teachers that followed the program mentioned that they felt more confident about working with books in their classrooms, in specific with regard to book selecting and developing book corners or displays (Bailey et al., 2007). Dreher (2002) gives several other suggestions to increase the amount of books teachers read, based on the literature research that was done. One of Dreher's suggestions is to spend parts of meetings on book talks and including children's books in this (Dreher, 2002). Benevides and Peterson (2010) recommend including activities like verbal and written storytelling about reading experiences because the self-awareness of writing and reading could possibly influence the reading of pre-service teachers positively. They also suggest that teacher trainers should talk about the texts they read and write and that they should give the pre-service teachers insight in their decision-making and enjoyment of reading and writing (Benevides & Peterson, 2010). In line with this, Nathanson et al. (2008) suggest that teacher trainers should give opportunities to their students to have open discussions about the books they read.

One of the other classroom practice factors that could influence the reading of pre-service teachers is the relationship of the pre-service teachers with peers and the teacher trainers. Adolfsen (2014) suggests that teacher trainers should include cooperative ways of learning in their lessons, because peers might influence the reading of pre-service teachers. According to Groothengel (2016) students often rely on others when selecting a book. In that research the most valued advices according to pre-service teachers were those from peers (Groothengel, 2016). However, advice from adults and publicity around books were regarded almost as important (Groothengel, 2016). Teacher trainers may be able to provide in those two factors, they are adults, and they can give publicity to books. Jongstra and Pauw (2015) state that there is a correlation between Dutch language teacher trainers recommending and talking about books and the attitude of pre-service teachers towards reading. In contrast, no correlation between the frequency a general teacher trainer recommends books, and the reading attitude of pre-service teachers was found (Jongstra & Pauw, 2015).

Overall curriculum. At last, some factors that might influence the reading of pre-service teachers can be part of the overall curriculum of a teacher training college. According to Rijckaert (2014), who also suggests that the pre-service teachers should be supported strategically, youth literature should be a part of various courses. This research focused on pre-service teachers in Belgium. The pre-service teachers themselves mentioned that it was a pleasure to work with a book at different courses (Rijckaert, 2014). When teacher trainers themselves were asked in a research of Chorus (2007) about suggestions for improving the youth literature curricula, they mentioned that a website with different links

and/or columns might work (Chorus, 2007). Dreher (2002) suggests having book clubs, a book exchange or a book corner.

2.7 Conceptual framework

The previous paragraphs showed different factors that might influence the knowledge of and interest in youth literature of pre-service teachers. The conceptual framework (Figure 1) shows these input, process and output factors. It is assumed that the input and process factors influence the output factor, namely the knowledge of and interest in youth literature of pre-service teachers.

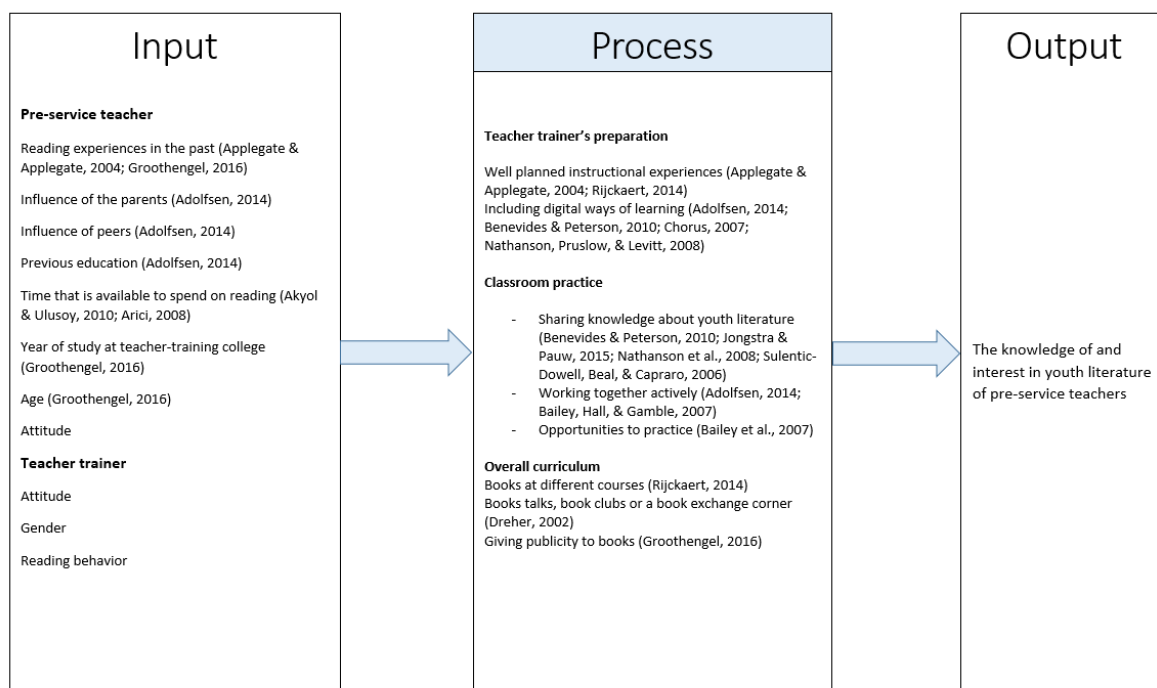


Figure 1. Conceptual framework: Possible influencing factors on the knowledge of and interest in youth literature of pre-service teachers.

The input factors are sorted by the input factors of the pre-service teacher and the input factors of the teacher trainer. The input factors in the model are all found in literature to relate to the knowledge of and interest in youth literature of pre-service teachers to a certain extend. On the contrary, no empirical researches were found that focused on the influence teacher trainers might have on the knowledge of and interest in youth literature of pre-service teachers. Still, in this research it is assumed that the attitude and the gender of teacher trainers might influence the knowledge of and interest in youth literature of pre-service teachers in the end. Nathanson et al. (2008) state that there is some evidence of an association between the reading attitude of students and the reading attitude of teachers. In this research, it is assumed that this could also be the case for the reading attitudes of pre-service teachers and teacher trainers. Furthermore, different researchers found an association between the gender of a teacher, professor or lecturer, and the learning of students (Artz & Welsch, 2014; Bell, Towler, & Fisher, 2011; Hoffmann & Oreopoulos, 2009). While none of the studies focus on the effects of the gender of a teacher trainer on pre-service teachers' knowledge of and interest in youth literature, it is in this research assumed that a teacher trainers' gender might influence this. Whether this is directly or indirectly through the activities that they use in their youth literature lessons. At last, the factor reading behavior was added to the conceptual mode. It is assumed that the reading behavior of the teacher trainers might influence the way they use youth literature in their lessons.

The process factors are based on literature from the theoretical framework. It is assumed that teacher training colleges can influence these factors. Based on the literature review, three constructs were formed which form the basis for the next stage of this research. The constructs teacher trainer's preparation, classroom practice and overall curriculum cover all the process factors of the literature research.

It is assumed that the output factor, the knowledge of and interest in youth literature of pre-service teachers, is influenced by the process factors and indirectly by the input factors.

Two parts of the conceptual model form the basis for the rest of this research. The first part is the part of the teacher trainer, their reading behavior, gender and attitude. The second part is the whole process part of the conceptual framework. Both parts will be researched individually, yet also the connections between the factors attitude and gender and the factors from the process section are researched as well as the connections between the input factors attitude, gender and reading behavior.

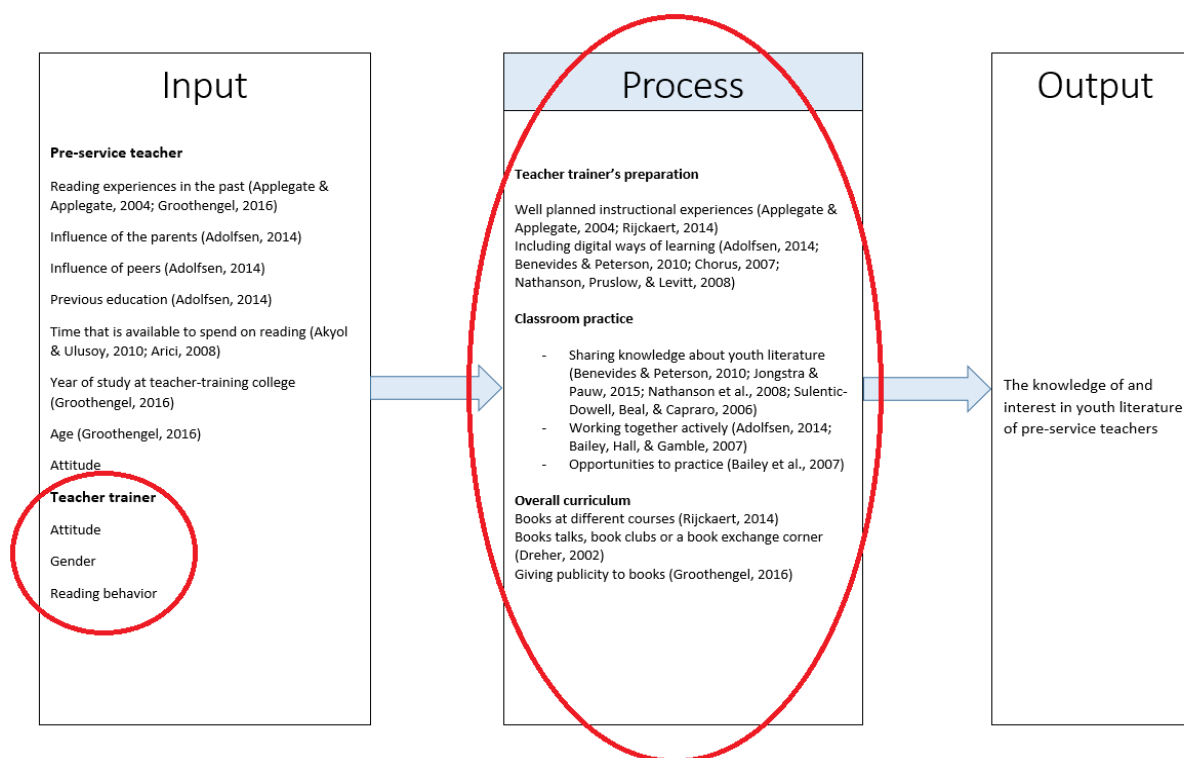


Figure 2. Parts of the conceptual framework that are researched in this study

3. Method

This research is a mixed method study, combining qualitative and quantitative research (Leech & Onwuegbuzie, 2007). The process section and teacher trainer part from the conceptual framework are the starting point for all qualitative and quantitative research. The first part of the study is a case study at the KPZ; this part aims at getting an overview of the youth literature curriculum at the KPZ, in comparison with the activities that were suggested in literature.

As shown in the conceptual model, different activities might influence the knowledge of and interest in youth literature of pre-service teachers. Teacher trainers at the KPZ are questioned about using those kinds of activities. They are also interviewed about their own attitude towards reading youth literature; the teacher trainers own attitude is one of the input factors in the conceptual model.

The second part of the study is a survey amongst preferably all teacher training colleges in the Netherlands. The results from the case study, where documents are researched and teacher trainers are interviewed, are combined with the conceptual model and used to make a survey that is set out amongst all teacher training colleges in the Netherlands. This part of the study shows how the institutes give attention to youth literature, what the teacher trainers attitude towards reading is, and how they think about different factors from literature that might influence the knowledge of and interest in youth literature of their students.

3.1. Part one

3.1.1 Goals

This first part of the research is guided by two goals. The first goal of this case study is to get an overview of the implemented youth literature curriculum at the KPZ. The second goal is to get insight in the perceptions about which factors may have a positive influence on youth literature curricula, according to teacher trainers.

3.1.2 Instruments

To reach both goals, research is conducted at two levels. On level of the intended curriculum, all existing documents on the online portal of the KPZ regarding the courses for fulltime bachelor students are looked through for signs of youth literature in it. The results from this part are shown to the teacher trainers for confirmation. On level of the implemented curriculum, interviews are conducted. The questions for these interviews are based on five topics, related to Figure 1, the conceptual model. The five topics are reading behavior, attitude, teacher trainer's preparation, classroom practice and overall curriculum.

Because the study is explorative, a semi-structured interview is used. In this case, that means that because of the explorative nature of the study there is room for more questions based on the answers the teacher trainers give on questions that were formulated before the start of the interviews.

3.1.3 Respondents.

The respondents for this first part of the study are teacher trainers of the KPZ that have mentioned using youth literature in their curriculum, and teacher trainers that are mentioned by other interviewed teacher trainers for using youth literature. For every course offered on the KPZ, there is an overarching department. Each department has a teacher trainer that is responsible for this particular department. This teacher trainer is asked to participate in this study because this teacher will know how they themselves, but also how others design their lessons. In addition, one extra Dutch language teacher trainer is interviewed.

3.1.4 Data-analysis

The recorded interviews are transcribed. The transcriptions are summarized according to five topics based on the conceptual framework, namely reading behavior, attitude, teacher trainer's preparation, classroom practice and overall curriculum. These answers will help with formulating the questions for the survey, which is the second part of the research.

3.2 Part two

3.2.1 Goal

The goal of the second part of this study is to answer the main question of this research namely; *'To what extent is instruction in youth literature implemented in the current curriculum of teacher training colleges in the Netherlands?'* To reach this goal a survey is developed.

3.2.2 Instruments

Information from the case study and the literature research is used to develop survey questions. The information from the case study is necessary because the literature mostly gave suggestions, and no empirical evidence. Information from the case study will broaden the knowledge about the activities, and possibly add activities to the lists. This also makes it possible to ask closed questions in the survey. The Dutch survey can be requested through contact with the researcher. The survey is send to teacher training colleges in the Netherlands. To increase the response rate, the survey is made in a way that it will not take longer than approximately 15 minutes to answer all questions. All teacher training colleges are notified about the survey approximately one week before it is send.

3.2.3 Respondents

The respondents of this second part of the research are teacher trainers from the Dutch language section of as many Dutch teacher training institutes as possible, they are asked to fill in a survey, and to give a description of their curriculum regarding youth literature. They are also questioned about their own attitude and their opinion on factors from literature.

3.2.4 Data analysis

All quantitative data that came from the survey are put together. This data will be analyzed, with descriptive statistics and correlations between factors as an output. The results are summarized

according to five topics based on the conceptual framework, namely reading behavior, attitude, teacher trainer's preparation, classroom practice and overall curriculum.

4. Procedures

First, the documents from the portal of the KPZ were analyzed. One teacher trainer from every course was asked to confirm the findings. The teacher trainers that already have a place for youth literature in their curricula were invited to take place in interview sessions. If teacher trainers mentioned other teachers-trainers during their interviews with regard to using youth literature, those teacher trainers were asked to participate as well. Before the start of the interviews, the teacher trainers were notified that the interviews would be recorded, and that transcriptions of the interviews are only used for research purposes. On basis of the transcribed interviews, in combination with the theoretical framework, a survey was made. Next, a trial survey with one teacher trainer from the Dutch section of the KPZ was held. The teacher trainer was asked to fill in the survey, and afterwards the questions were discussed and necessary changes were made. All teacher training colleges in the Netherlands were asked to participate in the survey, and to give a list of e-mail addresses of their colleagues from the Dutch language section. Some e-mail addresses were derived through contact with Stichting Lezen. After all necessary changes were made, the survey was sent to as many Dutch language teacher trainers as possible. All teacher trainers were notified about the survey by email the week before the actual survey was sent. The next email contained a link to the survey and a description about the survey and its importance. They were asked to fill in the online survey within two weeks. The teacher trainers that did not respond within these two weeks got a reminder by email. Later on that week, a short second reminder was sent. Three weeks after the surveys were sent the survey links were closed.

5. Results

5.1 The intended youth literature curriculum of the KPZ

In this paragraph, the intended youth literature curriculum of the KPZ is reviewed. The documents that were placed on the online portal of the KPZ, describing the lessons, their goals and the testing were searched to find signs of youth literature in it. At first it is discussed how much attention is paid to youth literature in the Dutch language courses. Next, the attention to youth literature within other courses is discussed.

5.1.1 Dutch language courses

There was no specific curriculum found for youth literature within the KPZ, yet within the Dutch language courses, some parts of the courses pay specific attention to youth literature. Within the course NE21 (year 1) there is one lesson about youth literature, in specific about award winning books. The course NE22 (year 1) is about writing and reading books, and seven of the ten lessons pay attention to youth literature. The last Dutch language course that pays attention to youth literature is NE24 (year 2), this whole course is about reading, and five out of the ten lessons are about youth literature. For some of the in total 13 meetings the pre-service teachers are asked to prepare things that have to do with youth literature at home, or at their internship. This is the case for eight of the 13 meetings. For NE23 (year 1), NE26 (year 2) and NE18 (year 3) no information was on the portal for this year, since these courses do not start before February 2017. The portal from last year shows that if there are no changes made, NE23 will have nothing to do with youth literature and NE26 will have one meeting (B3) about picture books. NE18 was also not on the older portal. NE25 (year 2) and NE17 (year 3) were on the portal, but had nothing to do with youth literature. For the fourth-year pre-service teachers there are no Dutch language courses anymore. The teacher trainers of the Dutch language domain confirmed this information.

5.1.2 Other courses

Through the portal of the KPZ, all the different fulltime courses were analyzed to find signs of youth literature in it. For all courses the documents describing the meetings, and the documents describing the goals were searched carefully for words as 'literatuur, boeken, kinderboeken, poëzie, verhalen, teksten'. This led to finding some forms of youth literature teaching in different courses, but also to the conclusion that in 12 out of the 15 domains (leaving the Dutch language domain out) there is no sign of youth literature at all. The domains in which youth literature has a place, next to the Dutch language domain, are religion & philosophy, history and math. Within math, the only sign of youth literature was within the given articles, one article was found about the use of picture books in math lessons for the 1st and 2th year of primary education. For history, there was a sign of youth literature in first year lesson

descriptions from last year, for the present year no descriptions for first year pre-service teachers were on the portal yet, since the history classes will not start before February. Last year, within the sixth meeting for first year pre-service teachers, the pre-service teachers were asked to choose a children's book they were interested in and to write, together with a fellow pre-service teacher, a diary page about the life of a knight. For religion and philosophy, two signs of youth literature were found. The first sign was in the first year, where pre-service teachers in couples look for a philosophy based story that is not a bible story, and where they need to find the philosophy based worth of the story, they then need to build a lesson around this. The second sign was found in the fourth year, in which the pre-service teachers need to philosophize with children, and where a good story needs to be the starting point.

For every course, one of the teacher trainers was asked to confirm the finding. This led to confirmation in most cases, yet there were some courses that had some forms of youth literature in it, that were not mentioned on the portal. This was the case for geography, where a new teacher trainer added youth literature in some of his lessons in collaboration with the Dutch language domain, and for nature, where in the second year youth literature is part of the lessons. Next to this, the drama course used picture books for their plays, and one of the math teacher trainers mentioned that they use 'Meester Jaap' books and one other book called the 'Telduivel' in their lessons. At last, in one of the writing courses, students sometimes voluntarily use books in their assignments.

5.2 The implemented youth literature curriculum at the KPZ

In this paragraph, the results from the in depth interviews are discussed. Interviews were held with ten teacher trainers from the KPZ. Two of the participants were from the Dutch language sections, the others from History, Geography, Nature & Technology, Math, Drama, Drawing, Art and Philosophy. The results from the interviews are categorized by five of the factors from the conceptual model: reading behavior, attitude, teacher trainer's preparation, classroom practice and overall curriculum. The factor gender is not taken into account.

5.2.1 Reading behavior

The teacher trainers were asked different questions about their most read genre and time spent on reading. Six out of the ten teacher trainers reported reading on a daily basis, one of the other teacher trainers mentioned reading about one book every two weeks, and the others could not describe it that specific. For example, one teacher mentioned reading mostly in the holidays. The genres the teacher trainers like to read are very diverse as well. Genres mentioned were novels (5), youth literature (4), literature in relation to their study or profession (3), non-fiction (2), magazines (2), and the paper (2). After this, a specific question was asked about youth literature. Both Dutch language teacher trainers mentioned reading youth literature on a regular basis. One of them even on a daily basis, for his teaching as well as for recreation. The other Dutch language teacher trainer stated reading youth-literature about every two weeks, mostly because of his profession. Teacher trainers from other teacher training college subjects read youth literature less. One teacher trainer stated never reading youth literature. The most mentioned reason to read youth literature amongst teacher trainers of subjects other than Dutch language is because of their own children or grandchildren.

5.2.2 Attitude

The teacher trainers were asked about their favorite youth book to use in lessons. An overview of the books mentioned can be found in the appendices (Table A). Two teacher trainers could not name any favorite children's books to use in their lessons. One of them did name personal favorites, the other teacher trainer stated that the pre-service teachers themselves should discover books, and that therefore attention to specific books presented by the teacher trainer is not desirable. The other eight teachers did mention some books they like to use in their lessons. However, not all of them were able to mention three titles. In total 21 different titles were mentioned, one of them by two teacher trainers. Fifteen of the mentioned titles were older than 5 years; six of those were more than 20 years old.

Next, the teacher trainers were asked to rate the importance of reading in primary schools on a scale from 1-10. All teacher trainers found this very important, and no grade beneath 8 was given. Three teacher trainers even found it worth a 10. Reasons why they found it important differed. One teacher trainer mentioned that literature is a way to escape reality for children. Another teacher trainer found that youth literature could help with improving the vocabulary of children. Half of the teacher trainers mentioned that youth literature could help to connect different subjects. As one teacher mentioned, it can be the gateway to everything. In addition, when the teacher trainers were asked how much they liked the reading of youth literature themselves most of them gave this a lower grade. Two teachers rated this with a 10, two with an 8.5, three with an 8 and three with a 7.

While all teacher trainers saw the importance of reading in primary schools, some of them did mention having some concerns. They mention that the time spent on reading probably is sufficient, so the concerns focus on what is done within the available time. One of the concerns is that the opportunities to connect different subjects with reading and with each other are not used well enough. Another teacher trainer thinks that while enough time is spent on the technical side of reading, children do not get enough opportunities to be enchanted by the books. According to two of the teacher trainers, primary-school teachers might not feel the space to connect the different subjects to each other, because developing lessons takes time. Another teacher trainer thinks it is important that the primary school teachers see the importance and the fun of reading for themselves, before they can teach the children.

5.2.3 Teacher trainer's preparation

For this factor questions were asked about the time they spent on preparing a lesson that has youth literature in it, and about if and how teacher trainers try to stay up-to-date about new youth-literature. The amount of time teacher trainers spent on preparing a lesson lies somewhere between 30 minutes and a whole day. This difference could be explained because of the distinction between making a new lesson, and just updating a lesson that was used before. For most of the participants of the interviews, youth literature is not their main subject in the lessons. Therefore, it should be taken into account that the mentioned preparation time also beholds different other kinds of preparations for example spreading the materials at the drawing class. One of the Dutch language teacher trainers always tries to renew the lessons and takes about 4 hours to prepare. The other Dutch language teacher trainer takes about 1.5 hours, and uses lessons that were given before. Yet, when this teacher trainer is looking for new books or parts of books to use, it could also take two or three hours to prepare. How often teacher trainers search for new books and how they keep their knowledge up-to-date also differs. One of the teacher trainers never tries to keep his or her knowledge about youth literature up-to-date. The others all have some ways to get to know new youth-literature. One of the most mentioned answers on this question has to do with one of the Dutch language teacher trainers. Three of the teacher trainers from other courses mention that in conversations with one of the Dutch language teacher trainers they get to know new books. This particular teacher trainer stays up-to-date in multiple ways. The teacher trainer reads 'Literatuur zonder leeftijd', a publication series about child- and youth literature, looks at websites, blogs, and reads reviews in papers and through the website of a publisher. The other Dutch language teacher trainer also use blogs, websites and reviews in papers to stay up-to-date. In addition, other teacher trainers consult team members, booksellers and their own children and grandchildren. In addition, they sometimes get inspiration from the library, magazines, video blogs or the writers that visit the KPZ. For most of the teacher trainers, this does not happen structurally. For both Dutch language teacher trainers this is different, they try to stay up-to-date weekly or monthly.

5.2.4 Classroom practice

The amount of time spent on youth literature differs within the curriculum of the KPZ. Teacher trainers were asked which percentage of their lessons they spent on youth literature. One teacher trainer did not use any youth literature in his lessons yet. The others stated spending between 5 and 50% of their lesson time on youth literature. It should be taken into account that most teachers found it hard to give a good estimation of the percentage of time they spent on youth literature. The answers of the Dutch language teacher trainers differ from each other. One of them thought it would be around 15%, although it was also said that this might be estimated too low. The other Dutch language teacher trainers first thought 25%, yet, later on after some reasoning, it was said this could also be between 25 and 50%. Two of the teacher trainers from other courses could not name any percentage. The other teacher trainers gave answers between 5 and 30%.

Teacher trainers were also asked to describe the relationship between their lessons, and the internships in primary schools of their students. One teacher could not answer this question. The others all thought there was some relation, although in some cases this was very little. Three of the teacher trainers told that they give lessons that can be transferred directly to the internships of students. For two others it was more about the knowledge and skills students learn in their lessons, which students can transfer to their internships if they want to. Three others just thought that their students did not make any transfers. Only the philosophy teacher trainers forces his students to use stories in their internships, by giving them an assignment. However, this assignment is about stories, so students might use other kinds of stories, instead of youth literature.

Next, all teacher trainers were asked several questions about the content of their lessons. The answers for those questions are described separately for each course.

In the philosophy curriculum, two courses are linked with youth literature. The first course is about stories, the second course about children's bibles. The course about children's bibles does not focus on any other form of youth literature other than the different children's bibles. The course about stories has some form of youth literature in it, next to other forms of stories. The books that are used in these lessons are for every primary school aged child, dependent on the internships of students. The teacher trainer describes the goal of this course as:

'Students learn to recognize that youth literature provides a certain kind of view on reality.'

They aim at connecting youth literature to philosophy, by using stories and providing the students with teaching methods to look at the story from a philosophy perspective. Sometimes students work in groups, but there is always a part of sharing the new information with the whole class, or discussing with the whole class. The contents of a book are discussed to find the religious value of that book.

In the drawing course, books are mostly used to look at the illustrations, or to make illustrations for a book. In addition, the teacher used 'verhalend ontwerpen', translated this would be 'narrative design'. The core of this is to work thematically with a story. A book is divided into different parts or fragments, which each form the story for a lesson. For the lessons where youth literature played a role the last year, the teacher trainer painted with the students about a story the students read in the Dutch language course. Students sometimes work in groups, and occasionally the teacher trainer asks the students about their reading experiences. Next to this, poems are sometimes read aloud.

Within the math-curriculum, books are used to introduce lessons. Books are mostly used within math for the preschoolers course, yet also within the course about numbers. Depending on the domain, the teacher trainer chooses picture books, read aloud books or discovery books. Students discuss the ideas for using books, and are challenged to think about the mathematical content of books.

In the nature & technology course, youth literature is also mostly used to introduce the lessons. The books that are used are chosen because of the subjects. Therefore, the books could be for every primary school age. Next, youth literature is, in some cases, also connected to assignments on primary school levels. Just as within the drawing class, students can work thematically with a book; students are asked to think in groups about the things that can be connected to a story. At last, students are shown that a digital picture book could also form the start of a lesson.

Within the art course, youth literature is not yet implemented. Occasionally a book like 'En toen de Stijl', about painter Piet Mondriaan and De Stijl is used to talk about the painter or for example the style of the illustrator.

The history teacher trainer pays attention to youth literature in one of his lessons. This lesson was developed in cooperation with the Dutch language teacher trainers. In this lesson, the teacher trainer brings a pile of child books, reads aloud from one book, and then students pick a book from the pile. Next, the students will work cooperatively with the books as a way to form an image of the history, and to look at the didactical possibilities of the books. As for digital ways of learning, the teacher trainers sometimes shows websites about the subject of that lesson to students.

Within the geography course, no specific attention is given to youth literature. Yet, inspired by the collaboration between history and Dutch language teacher trainers, the geography teacher trainer started a collaboration as well. Within one of the Dutch language courses student groups needed to find youth literature that was about a geography subject like volcanos. Students could use the internet for this assignment. In the geography lesson, the teacher trainer discussed the books students chose, and the advantage of those books to a geography lesson.

In the drama course, attention to youth literature is given in different ways. At first, youth literature could form the inspiration for different kinds of drama activities. Students are asked about their own reading experiences and the teacher trainer pays attention on how to read aloud a book properly. Next, picture books are used as a foundation for lessons, students are challenged to think of lessons they can give to primary school children with the inspiration of a picture book that is given to them.

At last, both Dutch language teacher trainers pay attention to youth literature in their lessons. In the lessons students and the teacher trainer read, and talk about what they have read. Groups of students are formed to talk about the content of books and the opinion of students on the books. Students are challenged to use books creatively and to think about the meaning of books. Different websites are used to promote books, such as YouTube. One of the teacher trainers sometimes starts a lesson with a book, even when the lesson is on a different subject. The focus of the youth literature lessons lies on the upper grades of primary school, and the first grades of secondary schools. One of the teacher trainers describes the goal of his lessons about youth literature as getting students enthusiastic about books, and showing them that there can be a benefit for themselves in youth literature. Different digital materials are used, such as blogs, websites with award-winning books,

websites from other teacher trainers etc. However, one of the Dutch language teacher trainers does state:

'It actually works best when they hear a piece of the book, and when they see the book physically. Otherwise it is just a title or a picture and then it does not speak to them as much.'

The same teacher trainer also tried a different kind of lesson, which took place in the institute's library. Groups of students looked at award-winning books, with different questions guiding them how to look at the books. In addition, in the second year of teacher training college, students need to write a review on a recent award-winning book. One of the teacher trainers also mentions the struggle of the students when they need to think about the meaning of books. The teacher trainer finds that in normal lessons, he needs to model this thinking, and students fall back relatively fast on easier books. Yet, in the lesson that took place in the institute's library, he did not experience this.

5.2.5 Overall Curriculum

Three of the teacher trainers were not able to mention any of the activities the KPZ has, that might promote the reading of youth literature among their students. Yet, this might be due to misunderstanding the question, since for some of the other teacher trainers more questions were needed. Half of the teacher trainers did mention the reading competition, the extra attention to youth literature in the 'kinderboekenweek', a week that is all about youth literature and the visit of a writer in this week. One other teacher trainer mentioned that there might be a paper about children's books made by the KPZ somewhere, and yet another teacher trainer mentioned that on certain occasions a bookstore has a stand in the school, so students as well as teacher trainers can purchase books directly. Both Dutch language teacher trainers mentioned several activities. They try to get the writer of one of the price-winning books, or the writer of the 'kinderboekenweek' gift for a lecture. In addition, when the reading competition takes place, they try to invite the child that won that year's national reading competition, to read aloud that day or evening as well. When asked about digital ways to promote reading amongst students, one teacher trainer mentioned that in the 'kinderboekenweek', some links to websites might be given. Additionally, one of the Dutch language teacher trainers has a group of students for talent development, and he is making reviews about youth literature with those students. In the future, those reviews will ideally form a website that will be updated by first and second year students. The same teacher trainer also mentioned that he tries to give impulses to students outside of the lessons, when he sees them in the library or in the hallways.

Other courses

All of the teacher trainers agree on the importance of using youth literature in different courses. While one of them thinks it might happen enough right now; some other teacher trainers wish for more connections between courses. According to one of the Dutch language teacher trainers, the overarching aspect of youth literature could be part of all kinds of courses. The art teacher trainer wishes for a big overarching idea in one sentence, on what to do about youth literature. The nature & technology teacher trainer thinks time is the biggest obstruction when it comes to connecting courses. While all of the teacher trainers agree on the importance of using youth literature in different courses, they do have different opinions about which courses that could be. Four of the teacher trainers think youth literature could be part of every course. Others do set some limitations, and the art teacher trainer thinks this should be part of a discussion about the youth literature mission at the KPZ. The drawing teacher trainer thinks youth literature can be a part of almost any course, with an exception for physical education. The history teacher trainer keeps it within his own world-orientation section (history, geography, nature & technology), and the philosophy teacher adds art and philosophy to this. One of the Dutch language teacher trainers sees youth literature in the world-orientation courses and within philosophy, writing and math. The other Dutch language teacher trainers also mentions the world-orientation section and philosophy, but adds the social/emotional course. When the teacher trainers then were asked how much they knew about what happened about youth literature within other courses, two teacher trainers stated that they have a view on what happens within their own section, and two others mentioned knowing at least a bit what happened within the Dutch language courses. One of the Dutch language teacher trainers knew about philosophy, history, math and writing.

Satisfaction

Teacher trainers then were asked how satisfied they are with the current youth-literature curriculum, what they would like to change and what they thought of the knowledge of their students. The knowledge about youth literature amongst students of the KPZ is according to most teacher trainers not very broad.

Although some of the teacher trainers mention that they do not base this on facts just on their own opinions or feelings, and two teacher trainers say they have too little knowledge about this subject to answer this. One teacher thinks it is limited to what the students learn at the KPZ, others think the students mostly know books from their own childhood. Teacher trainers are astonished that there are students telling them they do not like reading. In addition, they see students choosing books from their own childhood or very popular books. The Dutch language teacher trainers find that most student do not succeed in broadening their horizons about youth literature, and that they do not choose recent books often enough.

Two of the teacher trainers were, according to themselves, not in the position to answer the question about their satisfaction with the current youth literature curriculum, because of the lack of knowledge they have on this subject. Of the other eight teacher trainers, three reported being dissatisfied. The others were satisfied, but two of them kept in mind that it could always be better. The dissatisfied teacher trainers all had different reasons. The philosophy teacher was mostly dissatisfied with the results of the curriculum, yet, he mentioned how enthusiastic the Dutch language teacher trainers are and how much attention they pay to youth literature. He wondered how, with all the attention and enthusiasm, it could be that there are still fourth-year students telling him they do not like to read. The art teacher trainer also mentioned being mostly dissatisfied with the results, and thought this was broader than only youth literature. At last, one of the Dutch language teacher trainers mentioned not really being satisfied with the current curriculum, mostly when it comes down to using youth literature in other courses. He would be satisfied if youth literature would play a bigger role within other courses, and when books are more part of the conversations at the KPZ. According to this teacher trainer, more connections are needed, even within the different Dutch language courses. Connections between the different courses are seen as a way to improve the youth literature curriculum by more teacher trainers. Two teacher trainers did not know anything to improve right now, and two teacher trainers had different ideas on what to improve. The other six teacher trainers all saw the connections between different courses as a way to improve the youth literature curriculum. Two of them got into more details about this, the drawing teacher trainer suggested using half of the second year curriculum to work thematically, based on picture books, together with all colleagues that teach in that part of the curriculum. The nature & technology teacher trainer would add an overarching assignment about youth literature to the current curriculum. In addition, the geography teacher trainer also would like more connections between courses, but to implement it also in primary school he thinks more time to make new lesson is needed within primary schools. The history teacher trainer and one of the Dutch language teacher trainers have different suggestions. The history teacher trainer also suggested using a theme amongst all courses about working with youth literature, yet he would like to invite people from primary schools into that theme as well. Next, he suggested having a workshop about how people can be motivated to read. The Dutch language teacher trainer suggests having a module were students can choose to start learning for becoming reading coordinators, which is a role they can have when working in primary schools. Within this module, he also deems connections with other courses necessary.

Factors from literature

At last, the factors from Figure 1, the conceptual model, were shown to the teacher trainers. On some of the factors most teacher trainers agreed, on others they had different opinions. Table 2 shows the number of teacher trainers that agreed on each factor.

Table 2

Number of teacher trainers that agreed on the factor from literature

Factors from literature	Number of teacher trainers that chose the factor
<i>Teacher trainer's preparation</i>	
a. Well planned instructional experiences	3
b. Including digital ways of learning	3
<i>Classroom practice</i>	
c. Sharing knowledge about youth literature	9
d. Working together actively	6

e. Opportunities to practice	1
<i>Overall curriculum</i>	
f. Using books at different courses	7
g. Bookclubs	3
h. Giving publicity to books	7

As can be seen from Table 2 nine out of ten teacher trainers agree that sharing knowledge about youth literature might be effective in improving the knowledge of and interest in youth literature of pre-service teachers. Seven out of ten teacher trainers agree that books in different courses, and giving publicity to books might be effective ways to improve the knowledge of and interest in youth literature of pre-service teachers. Moreover, six out of ten teacher trainers think that working together actively belongs to the factors that might be effective for improving the knowledge of and interest in youth literature of pre-service teachers. The other factors were chosen less frequently. Three of the other factors, namely bookclubs, well planned instructional experiences and including digital ways of learning, were all chosen by three teacher trainers. Opportunities to practice was only chosen by one of the teacher trainers. Two teacher trainers wanted to add one factor. The art teacher trainer expressed the importance of students reading by themselves. In addition, the history teacher trainer wanted to add the internship component, about making clear to students what they can do with books to enrich their lessons in primary schools.

5.2.6 Summary

Most teacher trainers that were interviewed reported that they read youth literature, whether this is occasionally or structurally. When they were asked to grade how much they liked reading youth literature themselves, no grades beneath 7.0 were given. All of the teacher trainers graded the importance of reading in primary schools with an 8.0 or higher, yet some of the teacher trainers had some concerns about the way time is spent on youth literature in primary schools. All but one of the teacher trainers have some ways of keeping their knowledge about youth literature up-to-date, differing from reading blogs to getting informed in book stores, or learning from their own children or grandchildren. When looking at the lessons, all teacher trainers named some forms of youth literature they use in their lessons, within some courses this was more than within others. Three of the teacher trainers mentioned being dissatisfied with the current youth literature curriculum or its results. When all the teacher trainers were asked for ways to improve the youth literature curriculum, one of the most mentioned ideas was to make more connections between different courses. When teacher trainers were asked which factors from literature they thought might be effective in improving the knowledge of and interest in youth literature of pre-service teachers, seven out of ten teacher trainers chose the factor 'books at different courses'. The same amount of teacher trainers chose 'giving publicity to books', and 'sharing knowledge about youth literature' was chosen nine out of ten times.

The information from these interviews was used for making the surveys, of which the results will be described in the next paragraph. Activities teacher trainers mentioned and suggestions they gave were used to form the multiple choice questions of the survey.

5.3 Youth literature curricula of Dutch teacher training colleges and the reading attitudes of teacher trainers from the Dutch language section

In this paragraph, results from the surveys are discussed. Surveys were sent to 110 teacher trainers from 23 institutes. In total, there are 169 teacher trainers that teach Dutch at teacher training colleges for primary education in the Netherlands. The results from the surveys are categorized by five of the overarching factors from the conceptual model: reading behavior, attitude, teacher trainer's preparation, classroom practice and overall curriculum. The sixth factor, gender, is taken into account within the paragraphs. Correlations were done based on differences in gender and attitude. Significant correlations between gender and the factors are discussed in each of the paragraphs. When no correlations are mentioned, the correlations found were not statistically significant. Significant correlations that were higher than .30 between attitude and the factors are shown in paragraph 5.3.7. In addition, correlations were found between the perceived effectiveness of the factors and the use of the factors by the teacher trainers in their lessons. Correlations that were significant are shown in paragraph 5.3.8. At last, a summary was made based on all results from the surveys, this summary can be found in paragraph 5.3.9.

5.3.1 Respondents

The survey was filled in by 75 (69%) of the 108 approached teacher trainers. Data of one respondent was excluded, because the survey was completed for less than 50%. This means that in total 74

responses were analyzed. The total population of Dutch language teacher trainers is 169; this means that 44% of the total population of Dutch language teacher trainers filled in the survey. Amongst the respondents were 22 males and 52 females. Their ages ranged from 26 to 65 with a mean age of 49. The respondents are affiliated with 23 (85%) of the 27 existing teacher training colleges. In this research, institutions with more than one location are seen as one teacher training college, independent of the number of locations. Three of the teacher training colleges refused to participate in the survey on forehand, one did not respond to the survey after it was send.

5.3.2 Reading Behavior

As can be seen from Table 3 below, most teacher trainers read all sorts of literature, the category 'never' was selected least across almost all genres, except for literary thrillers and poetry. For three genres, namely professional literature (books), novels and study books, the category 'never' was not selected at all. Youth literature (until the age of 12) has often been read by 55% of the teacher trainers, and sometimes by 42% of the teacher trainers, 3% reported that they never read youth literature (until the age of 12). For the category 'youth literature (starting at the age of 12)', never (15%) and sometimes (53%) were selected more frequently, often (32%) was chosen less frequently.

Table 3

Reading frequency of different genres (N=74)

	Never %	Sometimes %	Often %
a. Papers	3	18	80
b. Novels (adults)	0	28	72
c. Study books (own study or from students)	0	39	61
d. Professional literature (books)	0	42	58
e. Professional literature (magazines)	1	41	58
f. Youth literature (until age 12)	3	42	55
g. Youth literature (starting at age 12)	15	53	32
h. Informative books (adults)	12	58	30
i. Recreational magazines	7	70	23
j. Literary thrillers	35	46	19
k. Poetry	18	68	15

Note. Because of rounding, percentages can be lower or higher than 100%.

The goal teacher trainers have in mind when they read youth literature differs. None of the teacher trainers reads youth literature only to relax. Yet, 72% of the teacher trainers read youth literature to relax as well as for their job. Other teacher trainers only read youth literature for their job (26%), and two of the respondents reported that they never read youth literature.

5.3.3 Attitude towards the reading of youth literature

The teacher trainers were asked different questions to measure their attitude towards the reading of youth literature. At first, they were asked to rate how much they like reading youth literature themselves. The answers ranged from 6 to 10 with the mean of 8.54 ($SD=1.02$). Half of the respondents gave a 9 or a 10. As can be seen from Table 4, the importance of attention to youth literature in primary schools was rated with a mean of 9.47 ($SD=.73$). The answers ranged from 8 to 10. Almost 61% of the teacher trainers rated this importance with a ten. Woman ($M=9.60$) found the attention to youth literature in primary schools significantly more important than men ($M=9.18$) did ($p=.012$). Yet, a majority (86%) of the teacher trainers thinks the attention that is currently paid to reading youth literature in primary schools is insufficient. The other teacher trainers did not know (3%) or thought it was sufficient (11%). Teacher trainers were also asked to rate the importance of attention to youth literature in teacher training colleges. Grades that were given ranged from 6 to 10 with a mean of 9.18 ($SD=.84$). This was significantly lower than the grades that were given for the importance of reading in primary schools.

Table 4

The attitudes of teacher trainers towards youth literature, mean and standard deviation (N=74)

	Average M(SD)	Female M(SD)	Male M(SD)
a. The importance of attention to youth literature in primary schools	9.47(.73)	9.60(.66)	9.18(.80)
b. The importance of attention to youth literature in teacher training colleges	9.18(.84)	9.24(.81)	9.05(.90)
c. How much the teacher trainers like reading youth literature themselves	8.54(1.02)	8.56(.96)	8.50(1.2)

Note. Significant differences $p < .05$ are in boldface.

5.3.4 Teacher trainer's preparation

All teacher trainers were asked to write down the title of the youth book they most recently used in their lessons. When teacher trainers mentioned more than one book, the first mentioned book was counted. Four of the teacher trainers reported not using any youth literature in their lessons, two mentioned using books but did not name any titles, and one teacher trainer only mentioned an author. The books teacher trainers used last differ quite a lot from each other, only three books were mentioned more than once. 'Gips', a book from 2015 was mentioned four times and 'Het land van de grote woordfabriek' (from 2009) and 'Achste groepers huilen niet' (from 1999) were both mentioned two times. The whole table with all titles can be found in the appendices (Table B). Of the teacher trainers, 97% spent at least one hour preparing a new lesson about youth literature, 38% even spent more than 4 hours on this.

The criteria that play a role when selecting a book for usage in the lessons differ. Each teacher trainer could select multiple answers; they could also add their own answer by selecting the category 'different' and typing their answer. The pre-set answers, age category primary school (66%), theme (60%), release date (50%) and price winning (49%) were selected most. Yet, 47% of the teacher trainers added their own answer. An overview of all the added answers can be found in the appendices (Table C). Top manual answers were goal of the lesson (six times), genre (five times), literary quality (three times), own opinion (three times) and writing style (three times). Some of the extra answers were left out because they were the same as the pre-set answers, or because teacher trainers just mentioned they use different things at different times.

Teacher trainers were also asked how they stay up-to-date about youth literature. An overview of the activities is given in Table 5. Favorites are visiting a bookstore (59% often), following the news about youth literature (58% often), and looking at recent award winning books (58% often). The least favorite activity is to search in methods looking for new youth literature, 59% of the teacher trainers said they never do this.

Table 5

Activities teacher trainers undertake to stay up-to-date about youth literature (N=74)

	Never %	Sometimes %	Often %
a. Visiting a bookstore	3	38	59
b. Following the news about youth literature (papers, TV etc.)	4	38	58
c. Looking at recent award winning youth books	3	39	58
d. Consultations with colleagues about youth literature	5	49	46
e. Reading newsletters about youth literature by mail	20	39	41
f. Reading reviews about youth literature	7	55	38
g. Reading professional reading literature	11	51	38
h. Looking/searching in the library	12	53	35
i. Talking with children or grandchildren about youth literature	31	38	31
j. Reading other professional literature	8	65	27
k. Searching online for new youth literature	16	69	15
l. Looking in methods searching for new youth literature	59	37	4

5.3.5 Classroom practice

Teacher trainers were asked to answer several questions about their classroom practice. At first, the question was asked if the teacher trainers used any kind of youth literature in their lessons, structurally or occasionally. Two teacher trainers answered they never used any youth literature in their lessons. These two teacher trainers automatically skipped all the questions about youth literature in their lessons, and thereby all the questions of this paragraph. The remaining teacher trainers were asked which percentage of their lesson time they spent on youth literature. Answers ranged from 2% to 60%, with a mean percentage of 19.22 ($SD=14.71$). Teacher trainers could fill in any percentage, still some teacher trainers filled in the same percentage. Most chosen were 10% (by 26.4%) and 20% (by 18.1%).

The way youth literature plays a role in the teacher trainers lessons differs. Of the respondents, 15% stated that youth literature is a structural part of all their lessons, another 15% stated that youth literature only incidentally plays a role in their lessons. Only 8% of the teacher trainers have some lessons where youth literature is a structural part and do not pay attention to youth literature in their other lessons at all. By far the biggest group of teacher trainers (61%) have some lessons in which youth literature gets structural attention, and other lessons in which youth literature gets attention occasionally. The primary school grades they have in mind when selecting youth literature differ not that much. Teacher trainers could select multiple grades, and most of them did. The grades 0-2, 4-5 and 6-8 were all chosen by at least 90% of the teacher trainers. Grade 3 was chosen by 88% of the teacher trainers. Additionally the teacher trainers could also choose the answer 'lower grades of high school', 26% of the teacher trainers stated to choose books for this age group also. Yet, none of the teacher trainers only chose the answer 'lower grades of high school'.

Next, several questions were asked about the activities and resources teacher trainers use in their lessons which include youth literature. Table 6 shows how much the teacher trainers use different digital resources during their lessons about youth literature. While presentation devices are used by 72% of the teacher trainers in all or almost all of their lessons with youth literature in it, other forms of digital resources are used far less.

Table 6

Digital resources teacher trainers use in their lessons that have youth literature in it (N=72)

	Never %	Some lessons %	About half of the lessons %	All or almost all lessons %
a. Presentation devices	6	14	8	72
b. Websites	3	60	21	17
c. Documentaries about youth literature or youth literature writers	61	38	0	1
d. Digital picture books	14	76	8	1
e. Movies based on youth literature	42	56	3	0

Note. Because of rounding, percentages can be lower or higher than 100%.

The following tables, Table 7 and Table 8, show how much teacher trainers use different methods in their lessons that have youth literature in them. Every teacher trainer of this research uses classical lessons at least sometimes, 45% of them even in all or almost all lessons. Only 3% of the teacher trainers never let the students work in groups, 45% of the teacher trainers let their students work in groups in about half of their lessons about youth literature, 20% in all or almost all lessons. Students less often work individually, only 9% of the teacher trainers let students work individually with their guidance in about half of the lessons or more. Teacher trainers were also asked if they let their students work individually while they are doing other tasks, 93% of the teacher trainers never do that.

Table 7

Activities teacher trainers use in their lessons that have youth literature in it (N=71)

	Never %	Some lessons %	About half of the lessons %	All or almost all lessons %
a. The lessons are group lessons	0	23	32	45
b. Students work in small groups	3	32	45	20
c. Students work individually and I guide them	39	52	6	3
d. Students work individually and I am doing other tasks	93	7	0	0

Table 8 shows how many of the teacher trainers use other kinds of activities in their lessons. Favorites are 'I read aloud fragments from children's books' (35% all or almost all of the lessons) and 'I recommend children's books that students could read' (38% all or almost all of the lessons). Less popular are 'the whole class reads at the same time a fragment from a children's book the teacher trainer copied' and 'students talk in reading circles about children's books they have read', none of the teacher trainers selected that this happened in all or almost all of their lessons.

Table 8

Activities teacher trainers use in their lessons that have youth literature in it (N=71)

	Never %	Some lessons %	About half of the lessons %	All or almost all lessons %
a. I recommend children's books that students could read	6	32	24	38
b. I read aloud fragments from children's books	3	49	13	35
c. I ask students about books they have read recently, or have used recently in their lessons	7	58	18	17
d. Students recommend children's books to each other	14	59	16	11
e. Students read aloud fragments from children's books that I took, or they took to the lessons	18	68	7	7
f. Students look at children's books on basis of guidance questions I provided them with	10	66	20	4
g. Students discuss (group lesson or in small groups) about the content of children's books	20	59	27	4
h. During the lessons students use the library of the institute to work on assignments on youth literature	28	29	10	3
i. Students read youth literature in silence during the lesson	83	13	3	1
j. Students search the internet for information about youth literature/new children's books	44	48	7	1
k. The whole class reads at the same time a fragment from a children's book the teacher trainer copied	54	44	3	0
l. Students talk in reading circles about children's books they have read.	47	45	9	0

Next, all the activities from Table 6, 7 and 8 were checked for differences between men and woman. The only significant difference found was in the way students work, either classical, in groups or individual. As can be seen from Table 9, female teacher trainers let their students work in groups significantly more often than male teacher trainers.

Table 9

How often teacher trainers use different activities in lessons that have youth literature in it, mean and standard deviation (N=71)

	Average M(SD)	Female M(SD)	Male M(SD)
a. The lessons are group lessons	3.23(.80)	3.24(.75)	3.18(.91)
b. Students work in small groups	2.82(.78)	2.96(.74)	2.50(.80)
c. Students work individually and I guide them	1.72(.70)	1.69(.68)	1.77(.75)
d. Students work individually and I am doing other tasks	1.07(.26)	1.06(.24)	1.09(.29)

Note. Significant differences $p < .05$ are in boldface. 1=never, 2=some lessons, 3=about half of the lessons, 4= all or almost all of the lessons

At last, teacher trainers were asked about the relationship between their lessons with youth literature in it and the internships of their students. Only one teacher trainer stated never stimulating his/her students explicitly to use children's books in their internships. Twenty-one teacher trainers (30%) obligate their students to use children's books at their internships. Yet, most of the teacher trainers (69%) encourage their students to use children's books at their internships, without forcing them. Next, the teacher trainers were asked to choose between two statements. The first statement was; 'The lessons I give are example lessons for primary school children and thereby directly transmissible to students' internships, the second statement was; 'During the lessons I give, students gain general knowledge and skills which they might transfer to their internships.' Most teacher trainers (82%) chose the second statement.

5.3.6 Overall curriculum

Teacher trainers were asked different questions about their overall curriculum. At first they were asked which resources are used to get students to read more youth literature. Teacher trainers could select multiple answers and add their own answer by selecting 'different' and typing their answer. Most chosen resources were a reading aloud day/night/competition (92%), readings by youth literature writers (88%) and youth literature exhibitions in the library (80%). The other two pre-set factors, bookstands by bookstores (32%) and inviting the national reading champion (16%) were chosen less often. In total 31 teacher added their own resource, 5 of those were the same as the pre-set answers. An overview of the other given answers can be found in the appendix. The most added answer was a compulsory reading list or file (added 9 times).

Other courses

Teacher trainers then were asked in which courses they thought attention should be given to youth literature. Table 10 shows the percentages of teacher trainers that chose each course. Teacher trainers could choose as many courses as they liked. One teacher trainer added the English course. The most popular course was expectedly, Dutch language (95%). In addition, history (89%), religion (82%), drama (78%), philosophy (77%) and art (76%) were all chosen by more than 75% of the teacher trainers. Least favorite were didactics (38%) and writing (38%).

Table 10

Percentage of teacher trainers that think attention should be paid to youth literature in a course (N=72)

Course	Chosen by teacher-trainers %	Course	Chosen by teacher-trainers %
Dutch language	95	Nature and technology	68
History	89	Pedagogics	62
Religion	82	Math	57
Drama	78	Drawing	51
Philosophy	77	Crafting	45

YOUTH LITERATURE CURRICULA AT TEACHER TRAINING COLLEGES

Art (reviewing)	76	Didactics	38
Geography	70	Writing	38

Next, the teacher trainers were asked about their knowledge about the current curriculum. 67% of the teacher trainers thought they have more than sufficient knowledge about youth literature in the overall curriculum. The others thought they have sufficient (29%), limited (1%) or very limited until no knowledge (3%). When specifically asked about their knowledge of attention for youth literature at other courses, the teacher trainers rated themselves lower. About 27% percent thought they have more than sufficient knowledge about youth literature at other courses. The other teacher trainers thought they had sufficient (26%), limited (44%) or very limited to no knowledge about youth literature in other courses (3%). This is no surprise when looking at the frequency at which teacher trainers have consultations with colleagues from other courses. Only 4% of the teacher trainers have very frequent consultations with colleagues from other courses. The others said they did this frequently (22%), neutral (38%), almost never (27%) or never (8%). This means that more than 35% of the respondents almost never or never have consultations about youth literature with teacher trainers from other courses. There was also a significant correlation found between the frequency of consultations with teacher trainers from other courses, and the knowledge teacher trainers report to have about youth literature in other courses ($r=.614$, $p<0.05$). Remarkably, three teacher trainers reported never, or almost never having consultations about youth literature with teacher trainers from other courses, while they do state having more than sufficient knowledge about youth literature in other courses.

Satisfaction

Teacher trainers are not that satisfied with the attention to youth literature within their teacher training colleges. Of the 73 respondents, 41% reported being somewhat or very dissatisfied with the current attention to youth literature within their teacher training college. Ten percent of the teacher trainers were neither satisfied nor dissatisfied. The other teacher trainers were somewhat satisfied (33%) or very satisfied (16%). The knowledge about youth literature of their students is according to most teacher trainers limited (59%) or very limited (15%). Only 3 percent of the teacher trainers thinks the knowledge about youth literature of their students is more than sufficient, and 23% thinks the knowledge is sufficient. A significant negative correlation was found between the satisfaction with the attention to youth literature in their teacher training college, and how sufficient teacher trainers think the knowledge about youth literature of their students is ($r=-.558$, $p<0.05$).

Factors from literature

As can be seen in Table 11 below, all factors have a mean score of 3 or higher, this means that all factors are according to the teacher trainers at least a bit effective for improving the knowledge of and interest in youth literature of pre-service teachers. Five factors have mean scores of four or higher: A teacher trainer sharing his/her knowledge with students, students that share their knowledge with each other, active cooperation between students within lessons, giving students opportunities to practice ways of using youth literature in primary schools and youth literature at different courses. The effectiveness of three of the factors is rated significantly higher by female teacher trainers than by male teacher trainers; this is the case for students that share their knowledge with each other, active cooperation between students within lessons and giving students opportunities to practice ways of using youth literature in primary schools. At last, the teacher trainers rated the effectiveness of students organizing their own book clubs ($M=3.74$) significantly higher than when the teacher trainers organize the book clubs ($M=3.17$) ($p<0.05$).

Table 11

Effectiveness of factors from literature according to teacher trainers, mean and standard deviation (N=72)

	Average M(SD)	Female M(SD)	Male M(SD)
a. Students that share their knowledge with each other	4.40(.74)	4.52(.71)	4.14(.77)
b. A teacher trainer sharing his/her knowledge with students	4.39(.80)	4.48(.74)	4.18(.91)
c. Giving students opportunities to practice ways of using youth literature in primary schools	4.38(.70)	4.50(.71)	4.09(.61)
d. Active cooperation between students within lessons	4.38(.68)	4.48(.71)	4.14(.56)

YOUTH LITERATURE CURRICULA AT TEACHER TRAINING COLLEGES

e. Youth literature at different courses	4.29(.66)	4.38(.64)	4.09(.68)
f. Book clubs organized by students	3.74(.95)	3.78(1.0)	3.64(.85)
g. Usage of digital resources	3.62(.80)	3.70(.74)	3.45(.91)
h. Giving publicity to books at the teacher training college	3.51(.81)	3.56(.86)	3.41(.67)
i. Well planned instruction	3.24(1.03)	3.20(.97)	3.32(1.17)
j. Book clubs organized by the teacher training college	3.17(.89)	3.22(.89)	3.05(.90)

Note. Significant differences $p < .05$ are in boldface. 1= not effective at all, 5= very effective

5.3.7 Correlations between attitude and other factors

In the conceptual model, it was assumed that the attitude of the teacher trainers towards youth literature might influence the process and/or output factors from the conceptual model. Therefore, the attitude of the teacher trainers was assessed with three items, all rated on a 10-point scale ('How important do you think attention to youth literature at teacher training colleges is?', 'How important do you think attention to youth literature at primary schools is on a scale from 1 to 10?', 'How much do you like reading children's books yourself on a scale from 1 to 10?'). Factor analysis, based on principle component analysis demonstrated that these three questions about attitude could be formed into one factor, with an eigenvalue > 1 , explaining 59% of the variance. KMO was acceptable at .61 and Barlett's test was significant ($p < .001$). These three items were scaled, the reliability of the scale was acceptable, Cronbach's $\alpha = .63$. The factor attitude had a mean of 9.1 ($SD = .66$).

Different significant correlations were found between the factor attitude and the other questions of the survey, based on the process section as well as on reading behavior and gender, the other input factors. Only correlations over $r = .30$ are shown. The strongest correlation was found between attitude and the reading of books meant for children until age 12 ($r = .450$, $p < 0.05$). This shows that teacher trainers with a higher attitude towards youth literature are more likely to read books meant for children until age 12. Also, they seem to be more likely to read papers when they have a higher attitude towards youth literature ($r = .390$, $p < 0.05$). Two classroom practice factors also correlated significantly with attitude. Teacher trainers with a higher attitude are more likely to recommend books to students in their class ($r = .401$, $p < 0.05$) and to read fragments of children's books aloud in class ($r = .393$, $p < 0.05$). Different other factors correlated with attitude significantly. All correlations can be found in the tables below.

Table 12

Correlations between attitude and reading frequency of different genres (N= 74)

	Pearson correlation
a. Reading of children's books (till the age of 12)	.450**
b. Reading of papers	.390*
c. Reading of children's books (from the age of 12)	.350*

Note. Only significant correlations ($p < 0.05$) are shown. * $p < 0.01$, ** $p < 0.001$.

Table 13

Correlations between attitude and classroom practice factors

	Pearson correlation
a. If they recommend books to their students in class	.403**
b. If they read fragments about children's books aloud in class	.393*
c. If teacher trainers chose books based on if they are prize-winning	.310*
d. If they watch documentaries about children's books or their writers with the students	.306*

Note. Only significant correlations ($p < 0.05$) are shown. * $p < 0.01$, ** $p < 0.001$.

Next, different significant correlations were found between attitude and ways to stay up-to-date about new youth literature. The strongest correlation here was found between attitude and teacher trainers following the news to stay up-to-date about youth literature ($r = .418$, $p < 0.05$). Teacher trainers with a higher attitude are more likely to stay up-to-date about new youth literature by following the news. Different weaker correlations, yet still significant, can be found in Table 14 below.

Table 14

Correlations between attitude and ways to stay up-to-date about new youth literature (N=74)

	Pearson's correlation
a. Following the news	.418**
b. Reading newsletters through the mail	.383*
c. Looking at recent price-winning books	.372*
d. Reading professional reading literature	.364*
e. Searching in methods	.350*
f. Reading reviews	.349*
g. Visiting a books store	.320*

Note. Only significant correlations ($p < 0.05$) are shown. * $p < 0.01$, ** $p < 0.001$.

5.3.8 Correlations between the perceived effectiveness of process factors and the frequency of using process factors in lessons

The factors that came from literature, as can be seen in the middle of the conceptual model, were part of the survey in two ways. Teacher trainers were asked if and how often they use these activities in their lessons, and they were asked to rate the effectiveness of the factors for improving the knowledge of and interest in youth literature of pre-service teachers. These answers were correlated with each other and the results are presented in this part of the paragraph. Table 15 shows all the significant correlations.

Table 15

Correlations between the perceived effectiveness of process factors and frequency process factors are used in lessons (N=71-21)

Factor	Pearson correlation
<i>Use of digital sources</i>	
a. Use of digital picture books by the teacher trainer	.309*
b. If teacher trainers let their students search online for new books in the lessons	.285
<i>A teacher trainer sharing knowledge about youth literature with the students</i>	
c. A teacher trainer recommends children's books to students	.338*
<i>Students sharing knowledge about youth literature with each other</i>	
d. Students recommend children's books to each other in class	.287
<i>Students working actively together during lessons about youth literature</i>	
e. Students work individually and the teacher trainer guides them	.283
<i>Giving students the opportunity to practice with ways of using youth literature in primary education</i>	
f. Students use the library of the institute during the lesson	.303
<i>Use of youth literature at different courses</i>	
g. If the teacher trainers think they have sufficient knowledge about attention to youth literature at different courses	-.274
h. If the teacher trainer has frequent consultations about youth literature with colleagues from other courses	-.250

Note. Only significant correlations ($p < 0.05$) are shown. * $p < 0.01$

As can be seen from Table 15, significant correlations were only found for five of the factors. No significant correlations were found between how often teacher trainers use the corresponding factors and how the teacher trainer rated the effectiveness of

- Well planned instruction
- Book clubs organized by the teacher training college
- Book clubs organized by the students
- Giving publicity to books at teacher training colleges.

Table 15 shows that while there are some significant correlations found between the rated effectiveness of the factors and how often teacher trainers use it in their lessons, all correlations stay relatively low. Most noticeable are the negative correlations. When teacher trainers think the use of youth literature at different courses is effective, they seem to be less likely to think their knowledge about that is sufficient. Also, they then seem to have less frequent consultations with their colleagues from other courses. Two of the positive correlations stand out. Teacher trainers that rate the effectiveness of the use of digital sources higher, are more likely to use digital picture books in their lessons. At last, teacher trainers sharing knowledge with their students, correlated significantly with teacher trainers recommending books to their students ($r=.338$, $p<0.05$). Additionally, a quite strong correlation was found between the frequency of a teacher trainer reading aloud from children's books, and the frequency of a teacher trainer recommending children's books to the students ($r=.644$, $p<0.05$), this correlation is not shown in the table.

5.3.9 Summary

Most teacher trainers seem to read youth literature, some more than others, yet only 3% of the teacher trainers in this research reported never reading youth literature. This aligns with the grades they give for reading youth literature themselves; half of the respondents give this a 9 or a 10. In addition, teacher trainers see the importance of reading in primary schools, the mean grade they gave for this was a 9.47. Still, 86% of the teacher trainers think the attention that is currently paid to the reading of youth literature in primary schools is insufficient. The importance of reading in teacher training colleges was rated significantly lower, yet still got a mean grade of 9.18.

To stay up-to-date about new youth literature, 59% of the teacher trainers often visits a bookstore. In addition, when selecting a book for usage in their lessons, 50% of the teacher trainers pay attention to the release date of the book. However, more teacher trainers look at the age category for primary schools (66%) or the theme (60%) of a book as a criterion. Of all their lessons, teacher trainers spent on average 19% on youth literature. Most of the teacher trainers (61%) pay attention to youth literature structurally in some lessons, and occasionally in the others. Within the lessons, presentation devices such as PowerPoint or Prezi are used by 72% of the teacher trainers. About 45% of the teacher trainers have a classical part in almost all, or all of their lessons. Next, only 3% of the teacher trainers never let their students work in groups. Favorite activities of teacher trainers within the lessons are reading aloud children's books (by the teacher trainer), and recommending children's books (by the teacher trainer). Most teacher trainers (82%) provide their students with general knowledge and skills that might be transferrable to student's internships rather than providing them with example lessons. Next, about 30% of the teacher trainers oblige their students to use children's books at their internships.

When looking at the overall curriculum, nine of the teacher trainers make use of a compulsory reading list. Favorite activities outside of the curriculum are a reading aloud competition (92%) and readings by youth literature writers (86%). Youth literature could also be a part of other courses according to most teacher trainers, 89% of the respondent think youth literature could be part of the history course and 82% think it could be part of the religion course. Still, 44% of the teacher trainers think their knowledge about youth literature at other courses is limited, and 35% of the teacher trainers almost never or never have consultations about youth literature with colleagues from other courses. A majority of the teacher trainers thinks the knowledge of youth literature of their students is limited (59%) or very limited (15%). When asked about their satisfaction, 41% of the teacher trainers reported being somewhat of very dissatisfied with the current attention to youth literature within their teacher training college. Next, all factors from literature that were shown to the teacher trainers got a mean score of a three or higher, on a scale from one to five, with five factors scoring a four or higher.

At last, different correlations were found between the attitude of the teacher trainers and several other factors from the survey. The strongest positive correlations were found between teacher trainers' attitude and if they read children's books meant for children until the age of 12, and the teacher trainers attitude and if they follow the news to stay up-to-date about youth literature. In addition, some correlations were found between the rated effectiveness of the factors from literature, and how often teacher trainers use these factors in their lessons

6. Limitations and recommendations for future research

Theoretical base. A large part of this research was based only on a small amount of literature. Literature research focused on factors that could influence the knowledge of and interest in youth literature of pre-service teachers. Although the literature research was broadened by more general search terms, the literature found that could be useful for this research stayed limited. The studies that were found mostly did not provide empirical evidence for the relation between the factors and reading instruction. In addition, extensive explanations on how the factors could have a positive influence were not described in any of these studies. In this study, these factors were presented to the teacher trainers and they were asked to indicate whether they thought these factors are effective. However, to find evidence for the effectiveness of the factors that were researched in this study, further experimental research is needed in the future.

Teacher trainers from different courses. This study focused on the whole youth literature curricula and not only on the lessons that are given within Dutch language sections. For the case study, several teacher trainers from courses other than Dutch language were asked to participate in interviews. The participants were chosen on basis of the document research. Additionally, teacher trainers that were mentioned by participants in the research were also asked to participate. Still, not all sections from the KPZ are represented in this research. In the future researchers from or for the KPZ might also talk to the other sections.

The surveys from this research were sent to as many Dutch language teacher trainers from teacher training colleges in the Netherlands as were known to the researcher. Yet, the case study specifically focused on teacher trainers from all courses. For this research a sample of teacher trainers from multiple courses who were also from several different teacher training colleges, would have been too big. Therefore, the choice was made to only focus on teacher trainers from the Dutch language section. Future research might also ask more teacher trainers from different courses to participate in order to give a broader view on the youth literature curricula that are existing in the Netherlands.

Focus on teacher trainers. This research is solely focused on teacher trainers. It was assumed that teacher trainers might influence the reading of youth literature amongst pre-service teachers. Yet, this assumption was mostly made based on the research of Jongstra and Pauw (2015) that showed a correlation between the recommending of and talking about youth literature by Dutch language teacher trainers and the reading attitude of pre-service teachers. To provide empirical evidence, research should be broadened to the students. A combined research in which both teacher trainers and pre-service teachers take place would be interesting for future research.

Respondents. In total, there are 169 Dutch language teacher trainers in the Netherlands. The survey of this research was distributed amongst 108 Dutch language teacher trainers from 25 teacher training colleges in total. The distribution of the surveys was limited to the e-mail addresses that were provided by the institutes or Stichting Lezen, it is possible that teacher trainers who are not that interested in youth literature did not respond on forwarded e-mails, or did not give their colleague permission to share their e-mail address.

Next, 34 teacher trainers did not respond to the survey. It might be that the teacher trainers who are not that interested in youth literature or who do not use any youth literature in their lessons, did not respond to the survey because they found it less important than teacher trainers who are more interested in youth literature. Together with the teacher trainers who were not asked to participate because their e-mail addresses were not known, this might have caused an unrealistic positive view on the youth literature curricula of Dutch teacher training colleges.

Representation of all teacher training colleges. In this research, teacher training colleges with multiple locations were seen as one teacher training college, yet, it is not known if every location of the teacher training colleges is represented in this survey. In addition, within this survey, some teacher training colleges are better represented than others. From eight teacher training colleges only one response was collected. Contrary, nine responses were from a single teacher training college. This might mean that the data collected in this survey is not representative enough for all teacher training colleges.

7. Conclusion, Discussion & Recommendations

The aim of this study was to find out to what extent youth literature is implemented in the current curriculum of Dutch teacher training colleges. To do this, the research was divided into three parts, the literature research, a case study at the KPZ and a survey amongst Dutch teacher training colleges. The first paragraph (7.1) answers sub question one; *'Which factors could influence the knowledge of and interest in youth literature of pre-service teachers?'* The other paragraphs mostly focus on summarizing results from the case study and the surveys. The second paragraph (7.2) answers sub question two; *'What is the curriculum of teacher training colleges in the Netherlands regarding youth literature?'* The third paragraph (7.3) answers sub question three; *'What is the attitude of the teacher trainers towards the reading of youth literature?'* The fourth paragraph (7.4) answers the last sub question; *'What is the perceived effectiveness amongst teacher trainers of the implemented curricula with regard to youth literature?'* Within the last paragraph (7.5), the general conclusions that can be drawn from this research are discussed.

7.1 Curriculum factors influencing the knowledge of and interest in youth literature of pre-service teachers.

The goal for this part of the research was to find out which factors might influence the knowledge of and interest in youth literature of pre-service teachers. A distinction was made between input and process factors. Results from the literature review indicate that input factors such as reading experience of the pre-service teacher in the past and time that is available to spend on reading for pre-service teachers, might influence their reading habits. In this research, it was chosen not to take this into account. For future research, it might be valuable to combine research on input factors of the pre-service teacher with input factors of the teacher trainer and process factors, to find out how they affect each other and how they affect the knowledge of and interest in youth literature of the pre-service teachers.

For teacher trainers it was assumed that their attitude, gender and reading behavior might influence the process factors, and thereby indirectly the knowledge of and interest in youth literature of pre-service teachers. Results showed that most of the teacher trainers read different kinds of literature. Favorites are papers and novels. Only three percent of the teacher trainers never read youth literature. At the KPZ, one teacher trainer from a course other than Dutch language reported that he or she has never read youth literature. Other teacher trainers from courses other than Dutch language seem to read youth literature mostly because of their children or grandchildren.

Next to the input factors, attention was paid to process factors. Research points out that well planned instructional experiences and including digital ways of learning in the lessons might be effective in improving the knowledge of and interest in youth literature of pre-service teachers. Next to this, within the lessons, knowledge about youth literature should be shared and students should get a chance to practice, and work together actively. At last, books should be part of different courses, book clubs might be effective and publicity should be given to books.

Still, research on this topic was limited. Research that focused specifically on pre-service teachers' reading in combination with process factors, mostly did not name any well-defined factors that were based on empirical research. This is something to keep in mind when reading the rest of the conclusions.

7.2 The curriculum of teacher training colleges regarding youth literature

The purpose for this part of the research was to find out if there were differences between the intended and the implemented curricula, and to show what the curricula look like.

Results show that at the KPZ, the intended and implemented curricula differ in a positive way. Information that was derived from documents on the portal of the KPZ showed that youth literature was mostly part of Dutch language courses, and not even all Dutch language courses. Through the interviews, it became clear that youth literature is also part of multiple other courses, although this was not always intended. In addition, within the Dutch language courses, attention is sometimes paid to youth literature in courses that have a different subject. Altogether, there is more youth literature in the curriculum of the KPZ than was assumed based on document research. This could mean that there is also more youth literature at other teacher training colleges than is described in their curriculum. Yet, more research is needed to prove this.

Differences between intended and implemented curricula of other teacher training colleges were not researched, this would have required all documents from all teacher training colleges and this was not feasible. Yet, all teacher trainers, from different teacher training colleges, were asked several questions about their preparations, their classroom practices and their overall curriculum. Results show that teacher trainers have different ways to stay up-to-date about youth literature, the most popular option was visiting a bookstore. The case study showed that other teacher trainers also do this, yet three of the teacher trainers from courses other than Dutch language, mentioned also staying up-to-date through conversations with one of the Dutch language teacher trainers. This is intriguing, because only a small amount of teacher trainers from the survey has frequent consultations with colleagues from other courses about youth literature. Logically, the analysed surveys show that teacher trainers that have more consultations about youth literature with teacher trainers from other courses, also seem to have more knowledge about youth literature in other courses. Teacher trainers chose history, religion and drama, as the most popular courses with possibilities to add youth literature in it. This aligns with the results from the interviews, were teacher trainers from these courses also told that they used youth literature in some lessons. Still, at the KPZ other courses such as math and drawing also use youth literature in their lessons, while they were less popular in the surveys. This could be due to formulation of the questions. In the interviews, teacher trainers were asked what they did about youth literature and where they would encounter youth literature. In the surveys, teacher trainers were asked where attention to youth literature should be paid. The difference between 'should pay attention' and 'could pay attention' could have caused this difference in answers. Yet, it is clear that consulting colleagues might be effective in getting more knowledge about youth literature, and the youth literature curriculum. Therefore, it is recommended to teacher trainers to have frequent consultations with colleagues from different courses about youth literature, and for Dutch language teacher trainers to inspire their colleagues from other courses with new titles and ways to use it in their lessons. Still, more research is needed to find out if this factor is actually effective and in which way the consultations should be formed.

All factors from the process section of the conceptual model were rated by the teacher trainers on perceived effectiveness. All factors were seen as at least somewhat effective. The most popular were a teacher trainer sharing knowledge with his/her students and students that share knowledge with each other. Yet, only small, but still significant, correlations were found between these factors and the actual frequency of these factors in the classroom. Results show that teacher trainers who think sharing knowledge, whether this is by themselves or between students, is an effective way to improve the knowledge of and interest in youth literature of pre-service teachers will recommend books to students more often and/or let students recommend books to each other. Future research might focus on finding evidence for the effects of recommending books, because this will possibly influence the teacher trainers' attitude towards this factor and could cause more teacher trainers to actually recommend books.

While teacher trainers recommend books to students quite often, or read books aloud in class, some of the other factors are seen less in classrooms. One of those is the use of ICT for learning in the classroom. Teacher trainers do use presentation devices and websites in their lessons about youth literature. Yet documentaries, movies and picture books are used less often. Also, in most cases students do not get time in lessons to search the web for information about new youth literature. More research is needed to find out the effects of ICT resources in lessons about youth literature on the knowledge of and interest in youth literature of the pre-service teachers.

Almost all teacher trainers use youth literature in their lessons, in most cases this means they use youth literature structurally in some lessons, and occasionally in others. It is hard to say if the instructions they give are well planned, since the precise definition of well-planned instructional experiences is not given in the research that states it is effective. Assuming it depends at least on the time spent preparing lessons, it can be concluded that most instructions are well planned, since almost all teacher trainers spent at least one hour preparing for a new lesson.

Group work, and classical lessons are preferred over students working individually and female teacher trainers let their students work in groups more than male teacher trainers. Yet, teacher trainers do not often let their students discuss about the content of children's books in their lessons. Next, within teacher training colleges internships play a big role, as one of the researches said, students should get opportunities to practice. Most teacher trainers say they provide their students with general knowledge and skills they can use in their internships. Strikingly, only a small part of the teacher trainers say they mostly give example lessons that are directly transferable to pre-service teachers' internships. In addition, the biggest group of teacher trainers does not oblige their students to use youth literature in their internships. Instead, they just encourage them.

Furthermore, the case study at the KPZ showed that teacher trainers do not think their students have book clubs, yet they are not sure. No questions were asked in the survey about this, because the teacher trainers from the case study found it hard to answer the question. It was asked how effective the teacher trainers thought book clubs would be. Most teacher trainers thought book clubs could be effective, mostly when the students would organize the book clubs themselves. Next, most teacher training colleges seem to have different activities outside of the curriculum to promote youth literature. One favorite activity is a reading aloud competition. In addition, publicity to books is often given through exhibitions in the institutes' library, or by letting youth literature writers come to the institute to give a reading.

7.3 The attitude of teacher trainers towards youth literature

In this research, it was assumed that the attitude of teacher trainers might influence the knowledge of and interest in youth literature by their students. No literature research was found on this topic, yet results from the surveys show that the teacher trainers attitude towards youth literature influences the activities they use in the classroom. At first it should be mentioned that all teacher trainers, from the case-study as well as from the surveys, saw the importance of reading in primary schools and reading amongst pre-service teachers. Still, the importance of reading in teacher training colleges was rated significantly lower than reading in primary schools. All teacher trainers mentioned they liked reading youth literature themselves at least a bit. From these three questions it could be concluded that the attitude of teacher trainers is quite positive. The teacher trainers attitude is related to the kind of activities teacher trainers use in the classroom. Teacher trainers with a higher attitude towards reading youth literature are more likely to recommend children's books to their students and to read aloud fragments from children's books in class. Yet, more research is needed to provide a better overview of the attitude of teacher trainers and to measure it on different levels. In addition, research that focusses on the effects of teacher trainers' attitudes directly onto pre-service teachers' attitudes could be interesting.

7.4 The perceived effectiveness of existing youth literature curricula

The purpose of this part of the research was to find out how effective the existing youth literature curricula are according to the teacher trainers. Results indicate that a majority of the teacher trainers thinks that the knowledge of youth literature of their students is either limited or very limited. According to some of the teacher trainers of the KPZ, most of their students choose books from their own childhood, or books that are very popular at the moment. It seems like teacher trainers who think the knowledge of their students is limited, are also dissatisfied with the curriculum more often. Yet, in general, the teacher trainers are more satisfied with the curriculum than with its results. The case study showed that while some teacher trainers report being satisfied, they do see room for improvement. This could clarify the difference between the satisfaction and how the teacher trainers see the knowledge of their students. It should be taken into account that both the satisfaction of the teacher trainers with the curriculum, and how they see the knowledge of youth literature of their students were only measured with one question each. To provide better insight, future research might focus more specifically on this, with more questions, and more literature research to provide a better basis. Next, a more extensive research might be needed to show the real effectiveness of the current curricula, instead of only the perceived effectiveness. Still, while the evidence is limited, it is remarkable that many teacher trainers are dissatisfied with the current curriculum at their teacher training college and with the knowledge of youth literature of their students.

7.5 General conclusion

Concerning the conceptual model that was discussed in the theoretical framework section of this research (see Figure 2), some correlations were found between the teacher trainer factors of the input section. Additionally, attitude correlated significantly with the process factors 'sharing knowledge about youth literature' and 'including digital ways of learning.' Yet, no more correlations were found between the input and the process factors, and since the output factor was not taken into account in this research, no actual conclusions can be made for the influence of the input and process factors on the knowledge of and interest in youth literature of pre-service teachers.

Nevertheless, the current research shows that teacher trainers find youth-literature an important topic within primary schools as well as within teacher training colleges. However, they find youth literature within teacher training colleges significantly less important than within primary schools. Almost all teacher trainers use youth literature in their lessons. Still, a majority of the teacher trainers think the knowledge of youth literature of their students is limited.

YOUTH LITERATURE CURRICULA AT TEACHER TRAINING COLLEGES

Most teacher trainers think youth literature could be part of multiple courses within teacher training colleges. Yet, their own knowledge about youth literature at other courses is often limited and only a small amount of teacher trainers consults their colleagues from courses other than Dutch language frequently. This is striking since the case study showed that three out of 8 teacher trainers from other courses currently stay up-to-date about youth literature through conversations with one of their colleagues from the Dutch language section.

In general, it can be concluded that teacher trainers see the importance of youth literature. They make it part of their lessons and most factors that were found in the literature review have a place in their curricula. Still, they are not satisfied with the results of the curriculum. Teacher trainers could make more use of connections with other courses, to improve the youth literature curriculum together and to improve the knowledge of and interest in youth literature of pre-service teachers in the end.

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Appendices

Table A

Books and authors mentioned by teacher trainers from the KPZ

Teacher	Author and title	Year published
Teacher 1	Lieneke Dijkzeul – bevroren tijd	1998
	Anne Millard - Zomaar een straat door de eeuwen heen	2013
	Arend van Dam & Alex de Wold - Lang geleden	2007
Teacher 2	Godfried bomans – de rijke bramenplukker	1946
Teacher 3	-	
Teacher 4	-	
Teacher 5	Arend van Dam & Alex de Wold - Lang geleden	2007
	Charlotte Dematons – de Gele Ballon	2012
	Karina Schaapman - Het muizenhuis	2011
Teacher 6	Vanuit Het Gemeentemuseum Den Haag: De stijl (piet mondriaan)	2017
	Paul Klee	-
	Max Ernst	-
Teacher 7	Ingrid en Diete Schubert - Monki	1986
	Rupsje nooit genoeg	In 2013 opnieuw verschenen
Teacher 8	Tonke Dracht – De brief voor de koning	1962
	Andy Mulligan - Trash	2011
	Patrick Ness- A monster calls	2013
Teacher 9	Guus Kuijer - Polleke	2009
	Roald Dahl - Daantje de Wereldkampioen	1976
	Martha Heesen – Biezel	2014
Teacher 10	Jacques Vriens – De dikke meester jaap	2011
	Helen Oxenbury & Bernice Berkleef - Wij gaan op berenjacht Floddertje	2005 1973

Table B

Books mentioned in the survey

Title	Frequency
Gips	4
Het land van de grote woordfabriek	2
Achtste groepers huilen niet	2
Dit boek heet anders	1
Big	1
Boer Boris gaat naar zee	1
De boze heks	1
De brief voor de koning	1
De duif die niet kon duiken	1
De kleine walvis	1
De krijtjes staken	1
De liefste vraag	1
De man in de wolken	1
De regel van drie	1
De reuzenkrokodil	1
De torens van februari	1
De tunnel	1
Aan de overkant	1
Dichter nr.2 over School	1
De gruffalo	1
De prins op het witte baard	1
Een boek voor jou	1
Een kleine kans	1
Gekke burens	1
Grote gedachten	1
Het allermooiste ei	1
Het boek zonder tekeningen	1
Het ding en ik	1
Het geheime logboek van topnerd Tycho	1
Het grote boek van vos en haas	1
Hoe Tortot zijn vissenhart verloor	1
Hou van die hond	1
Josja Pruis	1
Kikker in de kou	1
Het leven van een loser	1
Mees Kees	1
Meisje in rood	1
Monkie	1
Naar het Noorden	1
Nederland	1
Nooit denk ik aan niets	1
Nou hoor je het eens van een ander	1
Oorlog en vriendschap	1
Op een ochtend vroeg in de zomer	1
Opgejaagd	1
Opgesloten	1
Ook dat nog	1
Raf	1
Sneeuwwitje breidt een monster	1
Spijkerzwijgen	1
Spinder	1
Stem op de okapi	1
Tangramkat	1
Krokodil en het meesterwerk	1
Voor altijd samen amen	1
Waarom een buitenboordmotor eenzaam is	1

YOUTH LITERATURE CURRICULA AT TEACHER TRAINING COLLEGES

Winterdieren	1
De slavenhaler	1

Table C

Added criteria for selecting youth literature for usage in lessons

Extra criterion	Frequency (numbers of times mentioned)
Goal of the lesson	6
Genre	5
Writing style	3
Literary quality	3
Own opinion	3
Own experiences in primary schools	2
Possibility to connect with theory	2
Combination with other courses	2
Actuality	1
Availableness	1
Layers	1
Translation	1
Not from certain series	1
Interest of students	1
Different than normal	1
Nominated for a price	1
Development of literary competences by students	1
Relevance	1
A combination of depth and easiness to read	1

Table D

Added resource for getting students to read more youth literature

Extra resource	Frequency (numbers of times mentioned)
Compulsory reading list/file	9
Book promotion	2
Reading quarter	2
Visiting the library	2
Making it part of the grade/assignment	2
Reading circles	2
Minor	2
Youth literature culture week	1
Playing a book(part)	1
Having a collection of youth books in the lessons	1