"It's little things here and there": An exploration of preservice teachers' experiences of becoming multicultural educators

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Abstract
Participants in this study included seven preservice teachers (4 females, 3 males) enrolled in an undergraduate teacher preparation program at a major urban university in the U.S. Southwest completed a series of multiple in-depth interviews. The purpose of this study was to understand and explore the lived experiences and meaning preservice teachers made of their experiences in becoming multicultural people and teachers since taking introductory multicultural education coursework. Approaches and dimensions of multicultural education, theories of becoming multicultural, and research on teacher beliefs while learning to teach were used in conjunction with narrative inquiry to uncover and interpret participants' lived experiences. Participants understood becoming a multicultural person as having a clarified cultural identity and needing to have an open mind towards cultural diversity and "others." Each participant expressed beliefs consistent with the call and need for culturally responsive teachers, yet participants expressed the process of becoming a multicultural teacher as an "add-on" assignment that would be addressed outside of or after initial teacher training because of other priorities and responsibilities placed on them by their teacher preparation program. Participants described that their potential multicultural pedagogy would consist of content integration, human relations, single-group studies, and tourist approaches and dimensions to multicultural education. Participants affirmed that little follow-up to multicultural education theory and culturally responsive pedagogy were integrated and/or modeled across their teacher-training program beyond their required Introduction to Multicultural Education class. Conclusions in this study critiqued the limitations of understanding human relations approaches to multicultural education and being open minded towards cultural diversity as a form of becoming multicultural, a possible dys-praxis between multicultural education theory and practice in multicultural teacher education, the limited exposure preservice teachers have to multicultural education in teacher preparation programs, and the misrepresentation of multicultural education and multicultural teacher education as a de-politicized movement disconnected from its radical roots of a movement founded on principles of equity and social justice.

Keywords
Becoming; Cultural Diversity; Educators; Experience; Exploration; Multicultural; Preservice; Preservice Teachers; Teacher Preparation; Urban Education

Controlled Subject
Education, bilingual; Curriculum planning; Teachers--Training of

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In it readers discover the goals of and the misconceptions about multicultural education. Why and how students can use the knowledge, skills, and attitudes that are necessary to function as effective citizens in today’s diverse society. How multicultural education seeks to transform the curriculum. Explore how and why teachers should use the learning that students experience in their homes and communities to enrich their learning in school through an all new Appendix A, “Learning In and Out of School in Diverse Environments.”

Currency: The research identifies opportunities for multicultural education, culturally responsive teaching, multiliteracies, and hybrid learning environments. The research was published in Reading & Writing Quarterly in 2015. The study used a convenience sample of preservice teachers enrolled in a graduate-level educational program at a small private university in the Northeast. Results indicate opportunities for the use of an instructional approach that provides direct instruction and experiences in multicultural education while empowering preservice teachers to examine their perspectives in a hybrid classroom environment. Multicultural Education and Demographic (MEaD) Instrument. You can also click here to review and comment on the slides. Existing teacher-education programmes need to be researched in terms of their impact on teacher candidates’ human qualities, attitudes and practices (Falkenberg 2008). Background: The following study measures the attitudinal shifts of preservice teacher candidates after participation in a 36-hour Inclusive Education course offered in the Faculty of Education at York University. Although practicum experiences are a critical aspect of preservice learning, it is difficult for teacher educators to monitor what is learned in these settings (Jordan, Schwartz, and McGhie-Richmond 2009). Familiarity with disability also impacts attitudes towards inclusive education (Home and Timmons 2009). Home > Preservice Educators > Learning To Teach > Multicultural Ed. Multicultural Education and Demographic (MEaD) Instrument. Articles. States Step Up Efforts to Reduce School Segregation In response to a state Supreme Court ruling that children in Hartford’s urban schools were receiving an inferior and unequal education, Connecticut stepped up efforts to improve the education of urban schools. Multiculturalism: What Do Students Think? Administrators, teachers, parents, and other public figures have voiced their opinions about multicultural education. But a survey by the Metropolitan Life Insurance Company has asked students what they think about multiculturalism in their schools. World’s Tallest Woman Tell Kids “It’s OK To Be Different!” Specifically, our investigation explored how teacher educators’ beliefs, perceptions, and practices contributed to the coherence or lack there of, in one teacher education program. This investigation is a response to the call for more research on the coherence of teacher education programs (Darling-Hammond, Hammermoss, Grossman, Rust, & Shulman, 2005).