

A Quantitative Analysis of Pre-Service Teachers Beliefs Towards Implementing Multicultural Curriculum

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While the number of individuals that pursue a higher education degree has increased, white students still makeup the majority of students with 58%, while blacks make up 15%, Hispanics 17%, Asian/Pacific 7%, and American Indian/Alaskan at .8% (NCES, 2018). One possible means to bridge this racial gap, is to utilize multicultural curriculum. Multicultural education is an idea, movement, and process that is designed to increase educational quality for all students (Banks, 1995). Implementing multicultural curriculum in the classroom allows student to connect the content with their lives. This method of inclusive teaching increases student engagement and interest by providing them with equitable education and presenting multiple perspectives within the curriculum. The Presenter chose to conduct a quantitative data analysis of pre-service teachers' beliefs towards implementing multicultural curriculum in the classroom. Research questions related to beliefs in implementing multicultural curriculum include: 1) How do these beliefs change over time? 2) Is there a difference in beliefs between genders? 3) How does the beliefs of Noyce Scholars and FIUteach students compare? 4) What factors are predictive of these beliefs? Pre and post surveys were administered to FIUteach (Secondary Math and Science Teacher Preparation Program) students each semester. Included in the data are Noyce scholars, a group of FIUteach students who have taken additional seminars related to equity and have field experiences in high needs schools. Surveys include questions related to: career choices, factors affecting career choice, teaching identity, social justice beliefs, multicultural curriculum beliefs and components of course and field experiences . The instrument was validated and findings related to beliefs over time, gender differences, and student population will be shared as well as predictive factors related to beliefs.