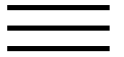


Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global.

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Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators

Merry M Merryfield  

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Abstract

Despite increasing demands for teachers to teach for equity, diversity and global interconnectedness, colleges of education are not producing teachers with such knowledge and skills. In this study the author identified teacher educators, who are recognized by their peers for their success in preparing teachers in both multicultural and global education and asked them to reflect upon the experiences that have most influenced their work in these fields. The 80 teacher educators in the study told of encounters with people different from themselves, experiences with discrimination,

injustice or outsider status, and their felt contradictions in dealing with multiple realities. There are significant qualitative differences between those experiences identified by people of color and those who are white. Most of the people of color acquired an experiential understanding of discrimination and outsider status by the nature of growing up in a society characterized by white privilege and racism. However, many of the middle-class white teacher educators had their most profound experiences while living outside of their own country. Given the demographics of professors of education, the findings have implications for the ability of the nation's universities to prepare teachers in multicultural and global education.



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