

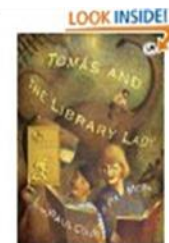
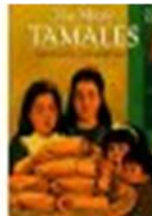
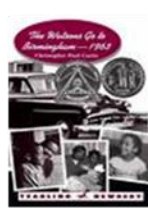
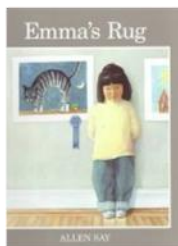
***Learning about Global Diversity through
Multicultural Literature in a Graduate Reading Course***
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GATE Project

- Create and teach a course on multicultural materials and methods
- Graduate course (n=15)
- Culturally-diverse literature defined locally and globally
- Action research design

Research Questions

1. What kinds of curricular content and pedagogical activities foster students' global awareness?
2. How do students define their own criteria for selecting and evaluating multicultural and global literature for K-12 classrooms?
3. What do students, and the instructor, learn about global diversity & literature from the course?



Preliminary Findings

- Students successfully created criteria for selecting and evaluating globally-conscious literature
- Students identified and addressed challenges to using global literature in K-12 schools
- While only 15% of students had previously taught with global literature, 100% reported that they planned to use it in their classrooms
- At least 4 students implemented books over the course of the semester

Value Added

- Adopted by the reading specialist program as a core course
- Served as the basis of my summer reading list (featured on UMCP homepage)
- Led to an invitation to University of Illinois, Urbana-Champaign to attend a conference on globalizing teacher education