

The Effect of a Multicultural Curriculum on the Knowledge and Attitudes of Pre-service Teachers: A Curriculum Proposal

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ABSTRACT The purpose of this paper is to evaluate a multicultural curriculum proposed for pre-service teachers. Quantitative aspect of the study covers data obtained through a pretest-posttest control group experimental model. Qualitative aspect of the study covers data obtained via semi-structured interview method. Independent variable of the study is the Curriculum for Designing Multicultural Educational Environments (CDMEE). “The Knowledge Test on Designing Multicultural Educational Environments” and “The Attitudes towards Multicultural Education Scale” were the tools used for collecting quantitative data. The interview form used for collecting qualitative data was prepared by the researchers. The results of the study generally indicate that the initial knowledge, attitude and awareness levels of the pre-service teachers regarding multicultural education changed significantly through the curriculum. It is also possible to say that CDMEE contributed to the pre-service teachers’ development, made them aware of individual differences and helped them feel qualified by increasing knowledge and skills.