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Abstract

Incorporating multicultural children's literature in elementary classrooms and schools is imperative for helping students grow in their own identities and understandings of the world. The problem, however, is that although a lot of research exists on this matter, children are still lacking access to these vital resources. This project begins by reviewing research that already exists, and then, a study was created to survey current elementary educators about their experiences when incorporating multicultural children's literature in their classrooms and libraries. Once responses were collected, they were analyzed, and solutions were posed for the challenges that survey participants shared when incorporating this literature. Finally, these solutions and resources were shared with preservice teachers during a professional development presentation.

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