

DEFINING AND ANALYZING “DIVERSITY IN EDUCATION” THROUGH POSTMODERN LENSES

Alina Slapac *

University of Missouri - St. Louis, U.S.A.

Abstract

This theoretical study analyzes the notion of diversity in education from a postmodernist perspective, focusing on the themes from radical and strategic postmodernism. The author raises complex questions and brings in recommendations that educators, who face a more and more diverse student population in teacher education programs, should be aware of. Teaching strategies that should be implemented as classroom practice for diverse student population are presented within knowledge construction paradigm.

Keywords: *diversity, preservice teacher education, postmodernism, teaching strategies*

* Ph.D., Assistant professor, University of Missouri - St. Louis, Division of Teaching & Learning, 367 Marillac Hall, One University Boulevard, St. Louis MO 63121-4400, E-mail: slapaca@umsl.edu

Her teaching and research interests include urban and multicultural education, preservice teacher preparation, culturally responsive teaching and classroom management practices, and social justice.