

A Textual Analysis of Prospective Teachers' Social Justice Identity Development and LGBTQ Advocacy

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Abstract : This study examined the influences of including LGBTQ-related content in a multicultural teacher education course on the development of prospective teachers' social justice identities. Applying a content analysis to 53 reflection texts written by participating prospective teachers in response to the relevant course content, this study deduced the stages of social justice identity development (naïve, acceptance, resistance, redefinition, and internalization) that participants reached during the course. The analysis demonstrated that the participants reached various stages in the social identity development model and none of the participants remained at the naïve stage during/after class. The majority (53%) of the participants reached the internalization stage during the coursework and became conscious about the heterosexual privileges they have had and aware of possible impacts of such privilege on their future LGBTQ students. Also the participants had begun to develop pedagogic action plans and devised applicable teaching strategies for their future students based on the new understanding of heteronormativity. We expect this study will benefit teacher educators and educational administrators who want to address LGBTQ-related issues in their multicultural education programs and/or revisit the goals, directions, and implications of their approach.

Keywords : LGBTQ, heteronormativity, social justice identity, teacher education, multicultural education, content analysis

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