A Study of Developing Multicultural Awareness in Teacher Education: Watch, Write and Talk a Movie

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Abstract

This study aimed to explore a valid and realiable way to raise the level of multiculturalism awareness of teachers. 61 (37 female, 24 male) trainee teachers from seven regions of Turkey attended the study. Mixed method (One-group pretest-posttest design and content analysis) was employed to have better results. The results are; (1) the multiculturalism perceptions of trainee teacher were high before the experimental application, (2) the multiculturalism level of perception did not change based on gender, age, region of birth and graduation type, (3) the experimental application made statistically meaningful difference in favor of post tests, (4) the perception level of trainee teachers did not change based on gender, age, region of birth and graduation type after the experimental application (5) the qualitative results of the study support the findings of quantitative results. It is expected to provide a useful perspective to decision/policy makers with this study.

Keywords: Media, Multicultural teacher education, Teacher beliefs, Curriculum, Learning environment

1. Introduction

Being educators, it is very important to understand and take into consideration the uniqueness of each individual. People are born into a society with some values which are only ones of their kind. The cultural characteristic of society effect and shape the perceptions of people sometimes without even being aware of them (Ayaz, 2016). As even the person him/herself is not aware of them for the most part, it is not surprising for teachers to fail to notice them easily. Furthermore considering the speed of globalization, teaching to a student from a different culture is inevitable for every teacher. That is why multiculturalism needs to take its place in the educational environment. Teachers can play a key role in this process. Regardless of pre-service, in-service or trainee level of teachers, it is fundamentally important to raise the awareness level of multiculturalism. Scholars state the importance of the need for focusing on the diversity in their studies (Assaf, Garza & Battle, 2010; Fields, 2010; Gay, 2005; Lee, 2013; Menchaca, 1996; Scott, 2012; Spanierman, Oh, Heppner, Neville, Mobley, Wright... & Navarro, 2010).

The concept of multiculturalism came into literature in 1960s in the USA and European Countries with the raise of social variety and widespread of human rights (Kahn, 2008; Başbay & Bektaş, 2009). Recent studies present the application of multiculturalism in curriculums is the key component of the solution for inequality and problems caused by immigrant settlement in social life (Berman & Paradis, 2010; Bigatti, Gibau, Boys, Grove, Ashburn-Nardo, Khaja & Springer, 2012; Joshee, Peck, Thompson, Chareka & Sears, 2016; Madsen, 2016; Voyer, 2011). Other than solving the problems when used effectively, it also enables to raise modern and socially-accepted individuals (Voyer, 2011). As a natural outcome; the concept of globalization brings another new concept "global citizen". Every multicultural study is one step towards this concept. Globalization brings along multiculturalism, therefore it is inevitable for educators to make research about multiculturalism.

When the literature is reviewed we can see plenty of researches about the related matter. Martines (2005) states 19 main themes about multicultural education and nine sub themes about the multicultural awareness of teachers. Martines also finds evidence of teachers' deficiencies in their multicultural teaching efficiency, perceptions and philosophy. In her PhD thesis, Scott (2012) presents a qualitative study with 324 pre-service teachers. The main result of the study shows the pre-service teachers think that multicultural education is very important and vital for them. Aydin & Tonbuloğlu, (2014) examine the perceptions of nine PhD students in Curriculum and Instruction department in their study. Their results show that teaching multiculturalism education is a necessity for teachers. Bruch, Higbee & Siaka, (2007) state two interconnected threats in globalization; increasing demographic diversity and inequality within social groups. Deficiency in responding these challenges may result in too complicated situations to deal with. To some extent, it is the duty of educators to prepare the new generations for oncoming circumstances. In her study Squires (2014) reveals how deeply variety of media effect

politics and society. She also presents how dangerous may become the media – news, network, television, movies, series, social media-. In bad hands, it may become very harmful but on the other hand, in good hands it may become a very useful tool in building social coherence. Considering the strength, effectiveness, usefulness and importance of media; it is inevitable for educators to use in such a vital issue "multiculturalism".

Immigration being as old as the humankind is also another concept coming along with globalization; moreover it has some consecutive effects from people to socio-economic and cultural structures of the country (Kara, Yiğit & Ağırman, 2016). By means of education, students and teachers are the ones who experience the positive and negative impacts first hand (Bruch, Higbee & Siaka, 2007). Being aware of the fact that Republic of Turkey has had immigrants from the neighbor countries, it is very important prepare the teachers for upcoming events. With this aim, this study was carried out in the Northern-West part of Turkey with 64 trainee teachers coming from different regions of the country. The main problem of the research is "Can we use movies (multiculturalism integrated) to have more productive educational environment in terms of raising multiculturalism perception in teacher education?". The hypotheses of the study are:

1- The multiculturalism perceptions of trainee teachers are high.

2- The multiculturalism perceptions of trainee teachers do not change based on gender, age, region of birth and graduation type.

3- Using movies makes statistically meaningful difference on the multiculturalism perceptions of trainee teachers in favor of posttests.

4- The raise of the multiculturalism perceptions of the trainee teachers after the experimental applications do not change based on age, region of birth and graduation type.

5- The qualitative results of the study support the findings of quantitative results.

2. Method

Mixed method was employed in the study. In the quantitative part; one of the quasi-experimental methods, one group pretest posttest design was used. In this commonly used design; at the beginning, a single pretest measurement is taken (M1) then, an experimental method (X) is implemented, and finally, a posttest is taken (M2). The period M1 serves as the ''control'' period and the period M2 serves as "experimental" one. The difference between two measurements (M1 and M2) shows how effective is the method used on the targeted variable/s (Harris, McGregor, Perencevich, Furuno, Zhu, Peterson & Finkelstein, 2006).

In the qualitative part, content analysis in which the researcher/s numbers the specific words, phrases, expressions or sentences for specific purposes was employed to analyze the writings of teachers in Movie Evaluation Scale (MES) after the each movie they watched. The numbers of negative and positive sentences were counted to test whether there exists any difference in the perception of teachers. For the validity and reliability of the analysis only one expert (the researcher) made the content analysis.

2.1. Application Process

It is important to know how to use any tool as for an educational purpose. In this research, we offer to use movies. Applicants watch them, write about them and talk about them in order. Before the application of experimental method, Multiculturalism Perception Scale (MPS) was filled by the trainee teachers as pretest. Applicants watched three movies Two languages and one luggage (2L1L), Freedom Writers (FW) and Good Will Hunting (GWH) which are three movies chosen by applicants from the list advised for teachers by the National Education Ministry (NEM) of Republic of Turkey. The information about the movies is in table 1.

Table 1. Information about the movies

Name	Year	Origin	Length
2L1L	2008	Turkey	1:17:26
FW	2007	USA	2:03
GWH	1998	USA	2:06

As it is shown in table 1, the movies are from two different countries which are Turkey and the USA. The longest movie is GWH with the length of two hours and six minutes. The shortest of the three is 2L1L which is one hour and 17 minutes. The newest one is 2L1L produced in 2008 and the oldest one is GWH produced in

1997. One movie is from Turkey and the other two movies are from the USA. The movies are about multiculturalism and its effects on education. The application process of the research is shown in table 2.

Table 2. Application process

Time	Application		Length/hour(s)
1st Day	*Explanation and Application of Pre Tests MPS*		1
1st Day	Watching 2L1L and Filling MES	Talking about its reflections on education	6
2nd Day	Watching FW and Filling MES	Talking about its reflections on education	6
3rd Day	Watching GWH and Filling MES	Talking about its reflections on education	6
4th Day	*Evaluation of MES*	*Application of Post Tests MPS*	3
Total			
4 days	3 Movies and 3 MESs	2 MPSs	22 hours

As it is presented in table 2; watching the movies, they individually filled the MES. Next, the researcher and applicants talked as a whole group on the possible reflections of movies on their understanding of multiculturalism and profession. Firstly, the researcher had the applicants write individually without getting in touch with others, in attempt to help them built ideas about their own teaching methods. Only after every applicant completed the MES, the debate got started. The debate started with the question of "How can we reflect what we learnt from the movie to our classroom environment and teaching?".

The experimental application was carried out for four days. The researcher and the applicants met six hours (three hours in the morning and three hours in the afternoon) a day and 22 hours at total. The research started at 9.30 am every day. In the first day, the researcher explained the process and answered their questions for an hour. They watched the movie; 2L1L, FW and GWH then they filled the MES. At 12.30 they had lunch time. After the lunch, they had the debate about the movie and its possible reflections to their classrooms which started at 13.30 pm and took three hours. The research ended at 04.30 pm. After the first day the researcher read the MES about the first movie and evaluated them by taking notes. In the second day, the research started at 9.30 am. The researcher started to give feedback of the MES about previous movie. For the first one hour (more or less depending on the participation of applicants or importance of the talking point), the researcher gave examples, read phrases from the papers without expressing the writer's name and asked "drilling questions" to provide new solutions for cultural problems trying to build new cognitive structures. Then, they chose another movie from the NEM's list which was FW. They watched the movie, filled the MES and debated on the movie. The second day of the researched ended at 04.30 pm. The third day started at 9.30 am as the previous day with the researcher's evaluation notes of the previous movie's MES. They had debate for an hour. Then, they chose another movie which was GWH. The applicants filled MES and they had debate about the movie's possible reflection on their professional life. The last day started at 9.30 am with the evaluation of MES and a debate about it and previous two movies. Then they had MPS as posttests, the research ended at 12.30 on the fourth day.

2.2. Applicants

The applicants are 61 (37 female, 24 male) trainee teachers, who will start teaching for NEM in 2016-2017 period, from different regions of the country. The information about the applicants is presented in table 3.

Table 3. Information about the applicants

Variable	Group	N	Frequency (%)
Gender	Male	24	39,3
	Female	37	60,7
Age Range	20-25	26	42,7
	25-30	25	41
	30+	10	16,4
Region of Birth	Black Sea	21	34,4
	Marmara	12	19,7
	Aegean	6	9,8
	Mediterranean	2	3,3
	Central Anatolian	9	14,8
	South Anatolian	8	13,1
	Southeastern Anatolian	3	4,9
Graduation Type	Faculty of Education	42	68,9
	Faculty of Arts and Sciences + Pedagogical Formation	19	31,1

As it is seen in table three majority of the applicants are female (N(37)= f:60,7%). Most of the applicants are at 20-25 age range (N(26)= f:42,7%) and between 25-30 (N(25)= f:41%). Applicants are mostly young, under the middle age. Geographically, there are seven regions of Republic of Turkey. The number of applicants from each region from most to least are; Black Sea (N(21)= f:34,4%), Marmara (N(12)= f:19,7%), Central Anatolian (N(8)= f:13,1%), Aegean (N(6)= f:9,8%), Southeastern Anatolian (N(3)= f:4,9%), Mediterranean (N(2)= f:3,3%). There are two different types of teacher graduation in Turkey. One is after four year of bachelor's degree from Faculty of Education. The other one is after four year of bachelor's degree from Faculty of Arts and Sciences, and one year of Pedagogical Formation Education. Majority of the applicants graduated from Faculty of Education (N(42)= f:68,9%).

2.3. Data Tools

2.3.1. Multiculturalism Perception Scale

Multiculturalism Perception Scale developed by Ayaz (2016) was used as a data collection tool in the research. It is a five point likert scale. The values are; 1: Totally Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree. There are 25 statements in the scale. There is only one negative statement. The highest score can be 125 and the lowest can be 25. High score shows high level of multiculturalism perception and low score shows low level of multiculturalism perception. The Cronbach Alpha value found by Ayaz (2016) is 0.942 and in this research by the researcher is 0.931.

2.3.2. Movie Evaluation Scale (MES)

MES was prepared by the researcher and experts. Experts were three curriculum instructors and two media literacy teachers. In the first part of the scale the name, date and origin of the movie were asked to the applicants. In the second part, they were asked to write the possible reflection of the movie on their personal and professional life. Experts agreed 100% on the scale. The MES was used for content analysis.

3. Findings and Results

Findings of the analyses and results take place in this part of the study.

3.1. Findings and results about the First hypothesis

To test the correctness of first hypothesis "The multiculturalism perceptions of trainee teachers are high", pretest findings are evaluated and the results are presented in table 4.

Table 4. Descriptive analysis of pre tests

Applicant	Score	Applicant	Score	Applicant	Score	Applicant	Score
1	100	16	98	31	114	46	104
2	90	17	98	32	110	47	104
3	109	18	104	33	100	48	118
4	115	19	98	34	100	49	101
5	106	20	106	35	101	50	112
6	115	21	92	36	112	51	108
7	96	22	99	37	112	52	106
8	109	23	92	38	107	53	89
9	95	24	94	39	87	54	105
10	96	25	91	40	93	55	84
11	85	26	100	41	108	56	103
12	94	27	95	42	108	57	98
13	97	28	120	43	111	58	115
14	104	29	110	44	108	59	109
15	97	30	110	45	108	60	106
						61	102
Total		**N**		**X**			
		61		102,59			

As it is presented in table 4, the highest score is 120 and lowest score is 84 from the pretest. The mean of the scores is 102,59 (N(61) = X: 4,10). Considering the scores from the pretest, it can be stated that the multiculturalism perception of Turkish trainee teachers is high (X:4,10). The correctness of first hypothesis is proven.

3.2. Findings and results about the Second hypothesis

To test the correctness of second hypothesis "The multiculturalism perceptions of trainee teachers do not change based on gender, age, region of birth and graduation type", pretest findings are evaluated and the results are presented in table 5, 6, 7, 8.

Table 5. T test of Pre Tests about Genders

Variable	Group	N	X	S	df	t	p
Gender	Female	37	105,62	6,89	59	-0,002	0,82
	Male	24	10,63	9,41			

Considering the results shown in table 5, it is can be concluded that there is not a statistically meaningful difference between the perceptions of Female and Male trainee teachers(t(61)= -0,002; p>0,05). Analysis about age range is presented in table 6.

Table 6. Anova test of pre tests about age ranges

	Sum of Squares	df	Mean Squares	f	p
Between Groups	171,11	2	85,56	1,23	0,301
Within Groups	4045,65	58	69,75		
Total	4216,75	60			

The results show that there is not a statistically meaningful difference among the perceptions of trainee teachers based on age ranges ($F_{(2,58)}$=f:1,23; p>0,05). Results based on the regions of birth are presented in table 7.

Table 7. Anova test of pre tests about regions of birth

	Sum of Squares	df	Mean Squares	f	p
Between Groups	786,24	6	131,04		
Within Groups	3430,52	54	63,53	2,06	0,073
Total	4216,75	60			

The results show that there is not a statistically meaningful difference among the perceptions of trainee teachers based on regions of birth ($F_{(6,54)}$=f:2,06; p>0,05). Results based on the types of graduation are presented in table 8.

Table 8. T test of pre tests about graduation types

Variable	Group	N	X	S	df	t	p
Graduation Types	Faculty of Education	42	102,55	8,36	59	-0,058	0,594
	Faculty of Arts and Sciences + Pedagogical Formation	19	102,68	8,67			

Considering the results shown in table 8, it is can be concluded that there is not a statistically meaningful difference between the the perceptions of trainee teachers based on their graduation types ($t_{(61)}$= -0,058; p>0,05). According to the results, the correctness of second hypothesis "the multiculturalism perception of Turkish trainee teachers does not change based on some variable such as gender, age, hometown and field of teaching." is proven.

3.3. Findings and Results about the Third Hypothesis

To test the correctness of the third hypothesis "Using movies makes statistically meaningful difference on the multiculturalism perceptions of trainee teachers in favor of posttests" T test was applied between pre and posttests scores. The results are presented in table 9.

Table 9. T test of pre and post test scores

	Group	N	X	S	df	t	p
Tests	Pre	61	102,59	8,38	60	-4,893	0,00
	Post	61	110,26	8,85			

According to the results shown in table 9, it can be concluded that there is a statistically meaningful difference in multiculturalism perceptions of trainee teachers after the experimental applications ($t_{(61)}$: -4,893; p< 0,05). The correctness of third hypothesis is proven.

3.4. Findings and Results about the Fourth Hypothesis

To test the correctness of the fourth hypothesis "The raise of the multiculturalism perceptions of the trainee teachers after the experimental applications do not change based on age, region of birth and graduation types", T and Anova tests were applied. the results are presented in table 10, 11, 12, 13.

Table 10. T test of post tests about genders

Variable	Group	N	X	S	df	t	p
Gender	Female	37	110,22	8,80	59	0,534	0,557
	Male	24	108,92	10,00			

Considering the results shown in table 10, it is can be stated that there is not a statistically meaningful difference between the the perceptions of Female and Male trainee teachers based on gender after the applications $(t_{(61)}= 0,534$; p>0,05). Analysis about age range is shown in table 11.

Table 11. Anova test of post tests about age ranges

	Sum of Squares	df	Mean Squares	f	p
Between Groups	28,15	2	14,07	,175	0,840
Within Groups	4673,66	58	80,58		
Total	4701,80	60			

As it is seen in table 11, there is not a statistically meaningful difference among the perceptions of trainee teachers based on age ranges $(F_{(2,58)}=f:0,175$; p>0,05). Results based on the regions of birth are shown in table 12.

Table 12. Anova test of post tests about regions of birth

	Sum of Squares	df	Mean Squares	f	p
Between Groups	400,21	6	66,70	0,765	0,601
Within Groups	4710,48	54	87,23		
Total	5110,69	60			

As shown in table 12, there is not a statistically meaningful difference among the perceptions of trainee teachers based on regions of birth $(F_{(6,54)}= f:0,765$; p>0,05). Results based on the types of graduation are shown in table 13.

Table 13. T test of post tests about graduation types

Variable	Group	N	X	S	sd	t	p
Graduation Types	Faculty of Education	42	110,64	8,93	59	0,496	0,784
	Faculty of Arts and Sciences + Pedagogical Formation	19	109,42	8,86			

According to the results presented in table 13, it can be concluded that there is a statistically meaningful difference in multiculturalism perceptions of trainee teachers after the experimental applications $(t_{(61)}: 0,496$; p> 0,05). The correctness of fourth hypothesis is proven. According to the results, the correctness of fourth hypothesis "The raise of the multiculturalism perception of the trainee teachers after the experimental applications does not change based on some variables such as gender, age, region of birth and graduation type." is proven.

3.5. Findings and Results about the Fifth Hypothesis

To test the correctness of the fifth hypothesis "The qualitative results of the study support the findings of quantitative results", writings of the teachers on MESs were analysed. Positive and negative sentences were counted and the findings are presented in table 14.

Table 14. Content analysis of the movies

Multiculturalism Sentences	2L1L		FW		GWH	
	N	F %	N	F %	N	F %
Negative	173	27,77	120	17,19	63	8,61
Positive	450	72,23	578	82,81	669	91,39
Total	623	100	698	100	732	100

As it it presented in table 14, the numbers of the sentences the teacher wrote about the movies are 623 for 2L1L, 698 for FW and 732 for GWH. Teacher wrote the least sentences after the first movie and the most sentences after the third movie GWH. The number of negative sentences are 173 (f:%27,7) for 2L1L, 120 (f:%17,19) for FR and 63 (f:%8,61) for GWH. The teacher wrote most negative sentences in the first movie and the least after the last movie. The number of positive sentences are 450 (f:%72,23) for 2L1L, 578 (f:%82,81) for FW and 669 (f:%91,39) for GWH. The teacher wrote the least positive sentences in the first movie and the least in the third. It is detected that the number of positive sentences increases and oppositely negative sentences decreases after each movie activity.

4. Discussion and Conclusion

Multicultural competence of students and teachers is frequently mentioned as desired outcome, because of the expansion of global interdependence and diversity in cultural structures (King & Baxter Magolda, 2005). The educators and researchers are in search of reliable, valid and useful methods on the way of raising qualified students who can work, live, study in cooperation with other people coming from different ethnic, cultural, social and historical environment. The findings of this study provide an easy accessible and appliable method in terms of developing multiculturalism perceptions of teachers. Furthermore, the results of the study show that even if the multiculturalism perception of high, it can be still become higher.

One of the main problem in multicultural education environment is seen as the cultural diversity by educators and administrators (Kaştan & Bozan, 2016). Seeing "other cultures" responsible for the problems at schools is not something new. However it is something that teacher educators need to deal with (Montgomery, 2001). Considering the findings and results of this study, educators can have teachers ready for cultural conflicts. Using multicultural integrated media tools, they can prepare their students for upcoming issues before these issues become a problem. the need for multiculturally well developed curriculum is frequently stated by the researchers (Sleeter, 2001; Joseph & Southcott, 2010; Scott, 2012). The results of the study is useful for the preperation of multicultural curriculum for teachers.

There are also some studies presenting how useful media tools can be when used effectively in teacher education (Bicen, Ozdamli & Uzunboylu, 2014). The findings of this study show that media tools can be used as to raise the perception of multiculturalism. Using media tools enriched the learning environment. Learning environment is very improtant to promote multiculturally supportive teaching and learning process (Joseph, Slovak, Broussard & Webster, 2012). Considering the results of first, second and fourth hypotheses the perception of teachers are high and this result is parallel with other studies (Barry & Lechner, 1995). Findings and results of the third hypothesis are also similar with other studies (Joseph & Southcott, 2010; Mushi, 2004). These studies provides information about how to raise the perception of teachers in sense of multiculturalism. In his study Fields (2010) expresses five thematic categories in teaching multiculturalism. The fifth category is about implementation of strategies and one of them, he recommends, is video. In this study, we take one step forward and use specific videos (movies), present the results which can be used in practice, in teaching environment.

Writing is a difficult task and it reflects what happens in the cognitive world of a human. Sometimes people realise what they have in their mind only while writing. It is an effective tool to uncover what is hidden in the

mind (İncirci & Parmaksız, 2016). Teachers wrote after each movie activity which helped them to express themselves better and the results support the findings of qualitative analyses.

The coherence between educational/institutional mission and multiculturalism is substantial in today's world. Neglecting the other people coming from different backgrounds may damage learning and teaching environment (Alemán & Salkever, 2004). The level of multiculturalism perception of the teachers and studens depends on how much they think, care about, deal with or are exposed to it (Mushi, 2004). This study presents what we can do using media tools about multiculturalism awareness of teachers. It is expected to provide a different perspective to decision/policy makers of teacher education.

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