


# Chapter 2

## Facilitating Techno– Cultural Inclusive Curriculum Design for Teacher Educators

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### **ABSTRACT**

*Although decades of scholarship have separately addressed the need for teachers to learn how to develop culturally responsive curriculum and integrate technology, no studies or guides have re-conceptualized these two fields as a synthesized model for inclusive curriculum design. As a result, this chapter provides a primer for educators seeking to develop culturally responsive, technologically inclusive curriculum: techno-cultural inclusive curriculum design. By embracing the chapter's tenets of techno-cultural inclusive curriculum design, educators at all levels will fully embrace individual student intersectionality across many minoritized identities (race, gender, disability, etc.), to ensure that the curriculum is inclusive in its content, design, and delivery.*

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## INTRODUCTION

Research focused on teacher education programs have often expressed the ethos that teachers fundamentally “change the world,” and along with that change, teachers can help usher in any number of societal ideologies and social movements meant to increase equity in society (Oakes et al., 2016, p. 261). Embracing this ethos, it is critical to understand how colleges around the world prepare new teachers within teacher education programs. As a part of teacher education curriculum across many teacher education programs, there are courses related to pedagogical development and curricular design. In these courses, inclusive curriculum design is essential for teacher educators, as it promotes equity and diversity in education, which is crucial for improving academic achievement and promoting social justice more broadly (Kumar et al., 2021; Ladson-Billings, 1995; Milner, 2012). Inclusive curriculum design requires intentional planning to ensure that all students, regardless of their background, are able to access the curriculum and engage in meaningful learning experiences. Simply put, research has consistently shown that when teachers (after preparing through teacher education programs) develop inclusive curriculum for their students (at the K-12 level or higher), these students have better academic outcomes and are more engaged in their learning (Alghamdi et al., 2020; Cartledge & Kourea, 2008; Conner et al., 2019; Thousand & Villa, 2000).

Teacher educators can model inclusive teaching practices and help future teachers develop the skills and knowledge needed to create inclusive learning environments (Conner et al., 2019). Additionally, teacher educators can provide support and resources to help teachers implement inclusive curricular design strategies in their classrooms (Villegas & Lucas, 2002). It is essential for teacher educators to prioritize inclusive curricular design to ensure that teachers are equipped to create equitable learning opportunities for all students, and for administrators to ensure that all future teachers are being prepared adequately to educate an increasingly diverse student body (Ladson-Billings, 1995; Milner, 2012).

Yet, a persistent challenge to implementing inclusive curriculum design is the lack of diversity in teacher education programs. Research has shown that teacher education programs often lack diversity in terms of faculty, staff, and students, which can result in a narrow perspective on issues of diversity and equity in education (Kumar et al., 2021; Ladson-Billings, 1995). To address this challenge, ongoing professional development and support can help teacher educators develop the skills and knowledge needed to create inclusive learning environments and address diversity and equity issues in education (Bodine et al., 2021; Ladson-Billings, 1995). However, teacher education programs largely remain racially and linguistically monocultural, with most teacher education programs consistently training White,

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