Introduction
Meaningful and purposeful learning opportunities regarding diversity are especially vital for pre-service teachers, as these students are preparing to enter early childhood classrooms.

It is critical that teacher education programs support their students’ professional growth and development, while simultaneously, providing them with content to support diversity within their future classrooms and advocacy for equitable practices and policies in the field.

This poster describes pre-service teachers’ reactions and responses to course content that provides recommendations to early childhood professionals.

Study Methods
• Data analysis was completed in Fall 2015
• Consisted of analyzing course content from a co-taught, interdisciplinary early childhood diversity course
• A subset of students enrolled in the course in spring 2014 provided permission
• Participants: Degree-seeking early childhood undergraduates; Ages 21-55 years; 5 African American & 4 European American
• Goals of analysis include determining and describing course content that elicited reactions from students and therefore, met the course objectives.

Course Content
• Consideration of the variability in human condition as related to early childhood
• Race/ethnicity
• Socioeconomic status
• Family configuration (two-parents, single parents, and same sex couples)
• Disability
• Sexual orientation
• Men in early childhood American
• Each of the six units included two to three lessons focused on various aspects of diversity, equity, young children, and families.
• Within weekly and unit reflection papers, students shared their reactions to content
• Based on all course content provided, students most often mentioned learning area content, then media (videos and documentaries) in their weekly journals.
• Recommendations for what students feel would enable them to be successful in the field were identified and coded

Examples of Students’ Reflections: Implications for Practice

<table>
<thead>
<tr>
<th>Subtheme</th>
<th>Student</th>
<th>Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding students &amp; self</td>
<td>102</td>
<td>When looking through this lesson, the information I found to be the most useful was the list in lesson two under the label “Our Multicultural List.” This list really helped me define myself beyond the basics. Yes I am a white female but I never really thought about including my economic status, my education level, my family structure, my region of where I live, and my political ideology in my cultural definition of myself. This was the most useful because when I think of a child’s culture, I will think beyond the look of the child like I have thought about myself. First I would like to say that I found unit 2 to very interesting and informational. Some key points of this unit that I thought were informational was about the “3rd Space” way of thinking that was discussed in the learning area. I feel that it is important to always consider the parents point of view on situations dealing with their children. Even though sometimes it may be difficult to get pass your own personal views, sometimes it is best to listen to see the parent’s point of view as well. A teacher need(s) to take in consideration that everyone was not raise(d) or share the same views as he/she did.</td>
</tr>
<tr>
<td>Collaborating with families</td>
<td>104</td>
<td>I like that there were suggestions on how to reduce gender bias in the classroom. Things that seem to do no harm, for example “good morning boys and girls”, really seem to segregate the classroom into those two different groups. Reading through the information in this lesson really made me think about things I might say or do or how I react to girls and boys differently in the classroom.</td>
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<tr>
<td>Field of Early childhood/ ECSE</td>
<td>102</td>
<td>I think having men in the field of early education and education in general is so important! Some of these children will go their whole life without a good male role model for them. Men in our field are rare but hopefully are going to continue to grow.</td>
</tr>
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Implications
The most important implication of this study is the need to have these courses offered within teacher preparation programs, and this type of content integrated throughout the teacher preparation program curriculum.

Across the findings of this study, it is clear that self-reflection is a key component to students’ understanding of complex issues, a result that is consistent with similar research (Bentley-Williams & Morgan, 2013; Brown, 1998; Kyles & Olafson, 2008; Mills and Ballantyne, 2010). This self-reflective process helped to identify several practices, and skills students felt were necessary to be successful within the field of early childhood.

Listening to the “voices” of pre-service teachers will help to tailor teacher education curricula and professional development trainings to meet these identified success markers for the field.

References