

## **FACILITATING STUDENT UNDERSTANDINGS OF EQUITY AND SOCIAL JUSTICE THROUGH GUIDED DISCUSSION GROUPS**

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Undergraduate students bring their middle-class perspectives of pre—12 education into their teacher preparation classrooms. These perspectives often include misconceptions about issues of diversity and equity and of the systemic bias present in the educational system and in the lives of many children and families. Undergraduate students frequently lack the experiences necessary to fully understand the complexities of bias and equity. They must rely on classroom instruction to challenge misconceptions in order to be prepared to create inclusive classrooms for their future students. In this SoTL project, students in the course Administration and Advocacy in Early Childhood participated in guided small group discussion to facilitate inquiry, reflection, and equity minded perspectives of diverse children and families. This study examined the impact of student-facilitated discourse on their understandings of equity issues relevant to them as future educators. A qualitative analysis of student responses to a pre-and post-project survey offers insight into the evolution of their understandings.

