ABSTRACT

INVESTIGATING MULTICULTURAL EDUCATION IN A MINORITY AND TWO
PUBLIC HIGH SCHOOLS IN TURKEY: A MULTIPLE CASE STUDY

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Problem situation: Upon inspection of Turkish national programs, it is seen that today they
incorporate more universal values. In this framework, issues such as multiculturalism,
pluralism, and diversity may play a significant part in attempts to render educational
institutions and their programs more democratic. Dissertations and articles on multicultural
education have been profusely issued throughout the World so far. Similarly, it is seen that,
over the last decade, there has been an increase in the number of studies in Turkey that look at
teachers', academicians', and students' views on multicultural education. In order to design
systems and curricula for multicultural societies, it is of great importance to deeply
understand multicultural education phenomenon in minority and public high schools in
Turkey, where the number of qualitative studies conducted in Turkey on this topic remains
inadequate.

Purpose of Study: The aim of this study was to investigate different participants' (principals,
vice-principals, teachers, students) perceptions and implementations of multicultural
education in a minority high school and two public high schools in Istanbul, Turkey.

Method: The methodology of this study was grounded in the field of qualitative study.
Multiple case study approach was chosen to examine the schools. The "cases" inspected in
this study were multicultural education perceptions of different participants from different
types of schools which had rich diversity in multicultural and minority education. Maximum
variation sampling method of purposive sampling methods was used. The data for the study
was collected by "methodological triangulation" (semi-structured, face-to-face, in-depth
interviews, participant observations, document analysis, etc.), "data source triangulation" and
"investigator triangulation" during the 2014-2015 academic years. Particularly interview
study method was employed. The researcher developed a semi-structured interview form and

44 high school participants were interviewed. After the interviews were fully transcribed, the gathered data obtained from the interviews, observations and examination of the documents was content analyzed. The setting and procedures were discussed in a detailed way. A codebook was created by three interpreters.

Findings: After the interviews were fully transcribed, the gathered data obtained from the interviews, observations and examination of the documents was content analyzed. Then it was organized under main themes and sub-themes. These were Equal Opportunity in Education and Education for All, Metaphors Related to the Notion of Multicultural Education, Diversity Consciousness (Sub-themes: Acculturation, Self-Development, Global Citizenship), Equality (Sub-themes: Coexistence, Pluralism, Tolerance), Lack of Multicultural Education / Curriculum, Teaching of Mother Tongue and Unification of Education, Disadvantages of Multicultural Education, The Contributions Approach and The Additive Approach, Communication Problems Faced with People from Diverse Backgrounds, Lack of Multicultural Education and Textbooks.

Participants indicated that multicultural education could contribute to more opportunities and equal education rights for all. Participants also expressed that multicultural education was in a way a requirement for different people from various cultures to live with equal rights and for society to be a fairer and more democratic ground for people from all walks of life.

Results and Recommendations: The research demonstrates that teachers need to receive a comprehensive training on multicultural education. As participants reported, teachers should use examples and content from a variety of cultures and groups to show key concepts, principles, generalizations, and theories in their subject area or discipline. Teachers should help students to comprehend, investigate, and determine how the implicit cultural assumptions, biases, etc. within a discipline influence the ways in which knowledge is constructed within it. In addition, students' attitudes should be modified by teaching materials and methods. Teachers should change their teaching in ways which will facilitate the academic achievement of students from diverse cultural, racial and social-class groups by using a variety of teaching styles. School culture should be created so that all the students will experience educational equality and empowerment.

Keywords: Multicultural Education, Qualitative Research, Qualitative Multiple Case Study, Curriculum and Instruction.