DEFINING AND ANALYZING “DIVERSITY IN EDUCATION” THROUGH POSTMODERN LENSES

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Abstract
This theoretical study analyzes the notion of diversity in education from a postmodernist perspective, focusing on the themes from radical and strategic postmodernism. The author raises complex questions and brings in recommendations that educators, who face a more and more diverse student population in teacher education programs, should be aware of. Teaching strategies that should be implemented as classroom practice for diverse student population are presented within knowledge construction paradigm.

Keywords: diversity, preservice teacher education, postmodernism, teaching strategies

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