

Integrating Marginalized Voices into History Education

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Abstract: *This article explores the critical need to integrate marginalized voices into history education through culturally responsive teaching (CRT), inclusive curriculum design, and enhanced teacher preparation. It explores the applicability of teacher preparation, the inclusion of various histories, and the use of technology in bringing about cultural respect. The research findings indicate that teachers' self-efficacy in multicultural classrooms has a direct relationship with the perceptions the teachers have regarding diversity climate at schools. It also calls on the importance of considering the marginalized histories, such as the history of LGBTQ+ in addition to Latinx, to obtain a more extensive perspective on history. The study concludes that educators must explore the idea of making diversity and inclusion their primary objective to establish a productive, inclusive learning experience that can accommodate every student.*

Keywords: Marginalized Voices, History Education, Culturally Responsive Teaching, Curriculum Design, Teacher Preparation

Introduction

The article is devoted to the inclusion of marginalized voices into history education as a valuable contribution to the development of more inclusive and culturally representative history lessons. These voices presently lack sufficient treatment in the history curriculum, which constitutes historical ignorance. The intention is to learn how to get the marginalized voices represented substantially rather than as an addition to the side of scenes or just stereotyped, so that no student feels that they are not represented. The subject matter is highly relevant to teachers who have to face the dilemma of catching the attention of students and triggering critical inquiry. Divergent opinions facilitate the students in adopting a trustworthy comprehension of the past and the acquisition of relevant competencies. This wider curriculum will facilitate the increase of the interaction level among the pupils and learning social and emotional skills and will assist in developing the levels of empathy and respect. Since Education focuses on diversity and social justice, such an issue is rather relevant these days as it reveals that alterations are required to make all students feel valued and heard. The research is structured by four themes: (1) Teacher Preparation and Cultural Responsiveness, (2) Racial and Cultural Literacy, (3) Inclusion of Marginalized Histories and Intersectionality, and (4) Culturally Responsive Pedagogy and Student Engagement. These themes shape the outline of the paper and are those that indicate important areas of concern in establishing more inclusive education.

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Review of research

Theme 1: Teacher Preparation and Cultural Responsiveness

Teacher preparation is crucial to establishing an inclusive classroom in which every student feels represented. It has been established that a favorable diversity climate in the school improves teacher confidence in handling diverse classrooms. For example, Ulbricht et al. (2022) revealed that educators in schools featuring inclusive diversity climates had better intercultural self-efficacy. That is why such an environment is crucial in order to teach effectively. Additionally, Parkhouse and Bennett (2023) address the value of action research as helping social studies teachers become culturally responsive. Educators involved in such research may also observe and improve their teaching practice to benefit all students. On the same note, Elder and Laughlin-Schultz (2024) contend that culturally responsive teaching (CRT) favors interactivity as the teacher can engage with the learners by discussing their different cultural statuses. The cultural knowledge will empower them to deliver a sense of inclusion in the learning environment, whereby all students would feel welcome. Lastly, cultural responsiveness and teacher preparation are indeed the answer to creating an inclusive and thought-provoking environment in classrooms.

Theme 2: Racial and Cultural Literacy in Education

Cultural and racial literacy is needed, which can transform educational settings into ones that are quite inclusive. An (2020) shares their experience of being Asian American students in studying the history of the United States, which fails to mention their experience and shows that they should be able to respond to racial literacy to counterbalance the curriculum. The reason behind this is that when educating learners on how to understand race and racism, teachers will encourage a critical way of thinking and inclusivity. Rodriguez (2018) shares the contributions made by the Asian American teachers who encompass racial literacy in their classrooms by challenging the historical evidence regarding power. They provide counter-narratives to illustrate the experience of marginal groups, which makes the past better understood. Conner (2021) even states that the lack of such inclusions of the Latin histories in the Georgia Standards of Excellence would lead to racial illiteracy among students and perpetuity of the whitewashing of U.S history. Such analyses suggest that racial literacy is important to make education on history more representative, with all cultures taken into consideration. Racial literacy is paramount when it comes to the creation of a learning culture, which will make the students obliged to learn about others and about other cultures.

Theme 3: Inclusion of Marginalized Histories and Intersectionality

What should be included in a curriculum that would be an inclusive history would be diverse and interconnected identities. Kokozos (2023) holds that LGBTQ+ histories have to be

more than a token appearance in the courses and should be integrated into the course curriculum. The inverse of the way global curricula can facilitate marginalization is revealed by Conrad (2018), who criticizes Eurocentrism in the Big History Project. In their article, Elder and Laughlin-Schultz (2024) describe the case of history departments that responded to the racial justice movements and reorganized their programs to include more inclusive and representative historical content.

In continuation of this, Soyer et al. (2023) mention the usefulness of the autoethnography assignments to help create safe classroom communities. Their article about teaching social inequality demonstrates that such an approach of giving students the opportunity to experiment with their identities, particularly in regard to gender and sexuality, will increase empathy and insight. Moss (2024) further emphasizes that in addition to validating the lived experiences of students, this teaching practice contributes to the construction of inclusive learning environments because it fosters the evaluation of intersecting elements of identity. It teaches that intersectionality should not just be included in the curriculum, as seen in their work, but is a revolutionary method of pedagogy.

All of these results demonstrate that inclusivity in education must be approached in terms of the interrelationship between race, gender, sexuality, and any other possible identities, which constitute views of the world that studies belong to. Including these intersectional histories in the classroom will result in more productive classroom discussions, more student interaction, and less distorted reflection of historical experience.

Theme 4: Culturally Responsive Pedagogy and Student Engagement

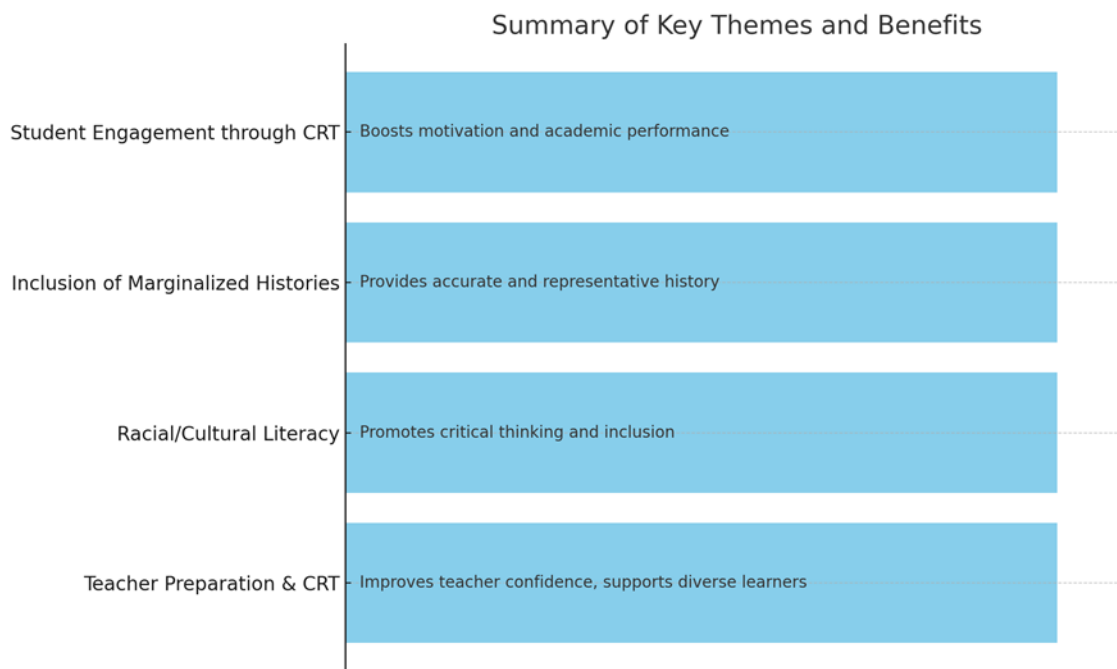
The use of culturally responsive teaching (CRT) has also been identified as culminating in an increased level of engagement with students, especially those who are members of marginalized groups. Lai (2023) indicates how to make the lessons culturally responsive so that all learners, especially multiethnic ones, can be involved in learning via technology, which shows up in the example of using unmanned aerial vehicles (UAVs). Incorporation of technology will allow teachers to deal with cultural differences and promote mutual respect between the students. Rodriguez (2018) emphasizes that Asian American teachers can be critical with respect to the renewal of the treatment of Asian American history by the students. Such educators are more interested in learning and offer a wider and more applicable image of the Asian American experience with the help of culturally responsive teaching (CRT). According to Anyichie and Butler (2023), culturally responsive teaching (CRT), in combination with student-based learning methods, encourages involvement and performance of students in multiethnic classes. Students will be more interested and feel motivated by the fact that they perceive their cultures as part of the curriculum. Overall, culturally responsive pedagogy is helpful in enhancing the engagement and motivation of various learners to build

a learning environment where learners feel valued and included.

Discussion

Summary of Key Themes

In the Review of Research section, several key themes emerged. First, cultural responsiveness and teacher preparation are identified, which relates to higher self-efficacy in diverse classrooms due to perceptions of students regarding diversity climate within the school, where action research enhances cultural competence (Ulbricht et al., 2022; Parkhouse & Bennett, 2023). Second, inclusive teaching requires racial and cultural literacy, which enables educators to better address marginalized student groups (An, 2020; Conner, 2021). Third, it is essential to include a historical representation of marginalized groups in the curricula, including Latinx, Asian American, and LGBTQ histories, in order to have a balanced historical representation (Rodriguez, 2018; Kokozos, 2023). Finally, culturally responsive pedagogy enhances student engagement because teaching is based on the cultures of students (Anyichie & Butler, 2023; Lai, 2023).



Implications for Practitioners in School Settings

The study indicates the relevance of cultural competence in K-12 education and the need for educators to establish inclusive and culturally responsive classroom settings. By being

aware and accepting the cultural backgrounds of the learner, educators can enhance a sense of belonging to create the feeling of being more interested and encouraged to learn (Ulbricht et al., 2022; Anyichie & Butler, 2023). Including a range of histories and viewpoints, educators will be able to make students relate to what they are learning and work toward getting a better sense of who they are and the world they live in (Rodriguez, 2018; Parkhouse & Bennett, 2023). Such a strategy will have a more empowering educational experience for all students.

Evidence-Based Practices

The study justifies some evidence-based practices that can be used to improve cultural responsiveness in education. First, action research can be used to help teachers think and develop their practices in response to cultural responsiveness (Parkhouse & Bennett, 2023). Second, to increase racial literacy as suggested by An (2020), the students would be able to learn and orient themselves in racial realities in the curriculum. Also, Conner (2021) and Kokozos (2023) state that the key concern in the representation of marginalized histories in the curriculum is that such histories are taught without adopting a tokenistic approach. Finally, Lai (2023) mentions adopting such technology as UAVs to increase the level of engagement and engage students in a culturally sound manner in diverse classrooms. Such efforts foster inclusion, as well as make the learning process more fruitful for everyone.

What Educators Should Do Next

Now that educators are aware of the research, they should take several important steps to improve their teaching. First, they must concentrate on continuous reflection and professional growth to get a better insight into their cultural competence and apply action research to enhance their practices, as illustrated by Parkhouse and Bennett (2023). Second, it is recommended that schools also change their curricula by including more diverse history, so that such important voices could not be forgotten, as indicated by Conner (2021) and Kokozos (2023). Finally, racial and cultural literacy should be developed in the classroom, as this will enable the students to understand the world and learn how to navigate it (An, 2020). It is noteworthy that this will enable teachers to set up more inviting and open learning settings.

What I Will Do Differently in My Teaching

As a result of this research, I plan to make several changes in my teaching approach. First, I would incorporate more varied views, particularly the marginalized voices (Rodriguez, 2018; Kokozos, 2023). This will aid in making the learning environment more inclusive. Second, the approach of action research will enable me to examine my teaching practices and improve them when needed to ensure that I can assist all students better (Parkhouse & Bennett, 2023). Lastly, I will encourage student engagement by designing lessons that are culturally relevant and inclusive, reflect on the identities of my students, and defy mainstream histories

(An, 2020). Such modifications will contribute to the increased inclusivity and activity of the classroom.

How Practitioners Can Use This Research to Make Good Choices for Students

Practitioners can apply the results of this study to make improved decisions on behalf of their students in the following important aspects. To start with, they can organize culturally relevant lessons, including various histories and culturally friendly practices. This will ensure that every student will feel seen and valued (Rodriguez, 2018; Kokozos, 2023). Second, culturally responsive pedagogy is a method that teachers can use to empower students and make them think critically and relate to historical events that occurred in their lifetimes (An, 2020). Finally, teachers are to practice ongoing learning by reflecting, conducting action research, and professional development, and constantly update their teaching methodologies to fit the individual needs of their students (Parkhouse & Bennett, 2023). With such approaches, teachers will be able to make a more inclusive and empowering learning experience for all students.

Gaps in the Research and Areas for Further Study

Even though the study is enlightening, it still has some points that may require further study. To begin with, the improvement in teaching using culturally responsive teaching (CRT) has not been explored in terms of resulting outcomes due to the long-term effects of teaching on students. Even though the current body of evidence suggests that culturally responsive teaching (CRT) is an effective way to improve the level of engagement among students (An, 2020; Anyichie & Butler, 2023), additional research is required to determine the place of culturally responsive teaching (CRT) in long-term academic and social changes. Second, the majority of the literature can be used as practical applications in social studies and history; at the same time, culturally responsive learning in STEM education is a direction that remains to be covered (Moss, 2024). The attempts to learn to utilize culturally responsive practices in STEM disciplines would also help to potentially enable all students, and especially those at the margins, to feel recognized (Lai, 2023). Lastly, the outputs on the effectiveness of teacher training to promote not only cultural competency and racial literacy but also the influence of training programs on the actual implementation of culturally responsive teaching (CRT) in the classroom are also deficient in research (Ulbricht et al., 2022). Addressing such loopholes will help to resolve the question of the effectiveness of culturally responsive teaching (CRT) in different educational settings.

Critiques of the Research

While the research provides valuable insights, there are notable critiques. First, numerous studies consider the short-term outcomes of culturally responsive teaching (CRT), including improved student engagement. However, the precise impact on future academic and social performance remains unknown (Anyichie & Butler, 2023). Second, much of the research is not intersectional. Although a lot of studies may target a specific marginalized group of people, such as LGBTQ or Latinx students, they do not analyze how various parts of identity intersect with one another and affect student life in the classroom (Rodríguez, 2018; Kokozos, 2023). Such limitations indicate the scope of further research on culturally responsive teaching (CRT).

Consequences of These Themes on Teaching Practices

The implications of these themes on instructional practice highlight the value of culturally responsive approaches. First, action research allows teachers to reflect on and improve their practices, enhancing their cultural competence (Parkhouse & Bennett, 2023). This integration will be based on the theme of preparing teachers, so that the teachers are always adjusting to accommodate various learners (Ulbricht et al., 2022). Second, with the inclusion of marginalized histories such as LGBTQ+ and Latinx histories in lessons, it is possible to build a more inclusive curriculum (Conner, 2021; Kokozos, 2023). This relates to the theme of inclusion of the marginalized histories and brings more color to the history of all students. Such practices could help the educators make the classroom more accommodating and interactive.

Conclusion

The inclusion of marginalized voices in teaching history has become a necessity not only to be fair but also to train critical, caring, and culturally aware students. This paper has highlighted four major themes: teacher preparation and cultural responsiveness are important, there is a need to be racially literate, marginalised histories must be included, and culturally responsive teaching (CRT) can be used to improve student engagement. All these themes prove that inclusive pedagogies should also be at the forefront of curriculum design and the training of teachers.

The study has wider implications that lie outside the classroom. The Educational policy leaders should prioritize culturally inclusive curricula and offer cultural responsiveness as one of the main competencies in teacher education programs by integrating culturally responsive teaching (CRT) and racial literacy. Moreover, it can be achieved through the use of action research by the teachers, as it enables them to support constant development and responsiveness to the cultural needs of students. Though teaching using culturally responsive teaching (CRT) has high prospects, as demonstrated in this research, implementation challenges are also identified, including reluctance on the part of teachers, lack of support in institutions, and culturally responsive teaching (CRT) relevant resources, which are factors that should be addressed systematically.

Culturally responsive strategies will help educators to shift to a more inclusive and socially just education system. The researchers should study the long-term impacts of culturally responsive teaching (CRT) in an interdisciplinary understanding, especially in STEM, and explore how the actual process of intersectionality creates the experience of the students. There is an imperative need to establish student-centered pedagogies that accept the identities of the students in the classroom to foster an inclusive classroom community. The trick to the assignment is that the teachers ought to rise to the challenge and embrace diversity as a resource in education, rather than a barrier.

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